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ABSTRACT

Program and campus development plans of Wyoming's community colleges, as of September and October 1973, are provided. The report is divided into three sections: 1. The Colleges (Casper College, Central Wyoming College, Eastern Wyoming College, Laramie County Community College, Northwest Community College, Sheridan College, and Western Wyoming Community College); 2. Summary (Goals and Objectives; Short and Long-Rane Plans; Program and Campus Development; and Challenges Facing the Colleges and Commission); and 3. Recommendations. (DB)

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A COMPILATION OF PLANNING INFORMATION

FOR

WYOMING'S COMMUNITY COLLEGES

By

STEPHEN MAIER

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Wyoming Community College Commission
Cheyenne, Wyoming
January, 1974

JC 740 403

PREFACE

As the community colleges in Wyoming continue to change and develop, the need for comprehensive planning becomes increasingly important. Each community college is confronted with the requirement for systematic planning as a part of the total state-wide community college system. The Wyoming Community College Commission is committed to developing a "Comprehensive Plan for Community College Education" which is designed to provide an operational framework for both short-range and long-range circumstances.

This particular study was conducted for the purpose of compiling planning information for each community college. The report provides an overview of each institution with respect to program and campus development plans. It is anticipated that this document will serve as the basis for continued, on-going planning by the Community College Commission and the community colleges.

Mr. Stephen Maier was retained by the Commission to serve as an administrative intern and to conduct this study. Mr. Maier is completing a doctoral program in Higher Education with emphasis in community college education at the University of Colorado. (Spring 1974) His experiences included contact with each community college in Wyoming and regular participation in Commission activities.

Sincere appreciation is extended to Steve for his outstanding work and all the extra effort which he put forth in completing this study.

Charles J. Wing
Executive Secretary
Wyoming Community College Commission

ACKNOWLEDGEMENTS

Few people are lucky enough to have the opportunity to do a study of this sort. The chance to become involved at all levels of a community college system, to poke and prod and listen, is an opportunity almost anyone concerned with community colleges would wish for. I was especially fortunate because I not only had this opportunity, but I also had the privilege of meeting and talking with some of the nicest, most sincere people I've ever met. I hope that this document reflects at least some of the cooperation, support, hospitality, and education the people of Wyoming's community colleges and their Commission have given me.

Special thanks must go to Dr. Charles Wing for his support and encouragement, and to Mrs. Sharon Bailey, who did such a fine job of typing and assisting me.

December, 1973 Stephen Maier

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INTRODUCTION

This report attempts to bring together the goals and objectives of Wyoming's community colleges, the college's short and long-range plans, and their proposed program and campus development plans. Yet, more than a compilation of information, this report attempts to provide the reader with some feeling or understanding of where each of Wyoming's community colleges stands in its development and the direction in which it appears to be moving.

The report is divided into three sections: I. The Colleges; II. Summary; and, III. Recommendations. The reader desiring only a quick overview of the report is advised to move directly to Section II.

The study was conducted during the last week of September and during the month of October, 1973. As in the case with any study of this kind, some of the information is no longer accurate and any conclusions should be based on this fact.

The primary method of investigation was to visit each campus and interview members of the college community using the same questions and format. Interviews were conducted with all the college presidents, all deans (with the exception of business managers), most division chairpeople (with the exception of Laramie County Community College and Casper College), some faculty, some students (with the exception of Casper College), some Commission members, and at least one local board member from each college. In addition, each institution provided data that was either requested or deemed appropriate to the purpose of the study.

CASPER COLLEGE

I. GOALS AND OBJECTIVES

The following are the philosophy, institutional purposes and specific aims of Casper College as presented in the 1973 college catalog:

"PHILOSOPHY

"We at Casper College believe that a free society is dependent upon education for the transmission of values, traditions, and ideals. We believe that education in a free society must enhance the dignity of the individual. Dignity connotes knowledge, self-discipline, responsibility, and courage. Casper College strives to afford the individual opportunities to develop his talents to the utmost.

"The educational program at Casper College allows a student to explore various interests that he might wish to pursue. We believe that the college must provide both a general education and the best in specialized study. General education is designed to produce a citizen worthy of a free society; specialized study aims to equip a student to take his place in the vocation or the profession of his choice.

"We believe that an education must foster intellectual growth and that the community college has the duty to inculcate habits of open-mindedness and disciplined inquiry

and to promote the development of well-reasoned judgment. The community college thus contributes to the growth of mature citizens who are capable of stimulating and enriching the world in which they live.

"We at Casper College believe that the community college should give personal attention to students in an atmosphere of cordiality and friendliness. We believe that the community college should afford the student opportunities to consult with instructors. Moreover, we believe that a community college should provide the student adequate opportunities for cultural and social activities which add to the educational experience.

"INSTITUTIONAL PURPOSES

"Purposes and objectives have developed from the needs of the student clientele, the nature of the community, and the belief that post-high school education should be afforded to all high school graduates and other adults.

"The educational tasks of Casper College are therefore:

"1. to provide continuing education for members of the community for educational, vocational, and leisure-time needs;

"2. to provide programs comparable to those offered in the first two years by baccalaureate degree granting institutions;

"3. to provide vocational and semi-professional terminal programs;

"4. to provide professional guidance and counseling for students;

"5. to provide general education and activities that will broaden and deepen the student's culture and enhance his awareness and appreciation of his role in society.

"These purposes become particularly viable in a college setting where students and faculty participate in a partnership between learners and teachers.

"Further, the institution feels an obligation to stimulate the intellectual and cultural life of the community; to furnish programs for information and entertainment; to provide a center for participation in recreational activities; and to lead in the civic, social, moral, and educational development of the community.

"SPECIFIC AIMS

"Casper College encourages students to discover their abilities as well as to recognize their limitations and to plan their educational programs accordingly.

"Students are encouraged to acquire the basic knowledge and skills necessary for their advanced training or their chosen occupations. They are encouraged to develop the ability to think critically and objectively as well as to make sound judgments; they are encouraged to formulate personal philosophies that will lead them to self-realization.

"Casper College encourages students to assume responsibility for developing good character, desirable personality traits, and social competence; and to prepare for intelligent and effective participation in the life of the family, the community, the nation, and the world."

Within the Casper College Campus Planning Study, (January, 1972) a somewhat different perspective of the college mission appears.

"Educational Mission

"Change during the recent past has been so rapid that predictions, no matter how extravagant, will undoubtedly appear timid. However, though change in the mission of the college will take place, it seems unlikely that it will be either precipitate or unique, and will most probably be the result of a continuation of already perceptible trends, trends that suggest ready response to a broad range of educational need.

"At the present time the role of the institution is that of a comprehensive community college. Growing pressure to afford baccalaureate opportunity suggests eventual four-year status and an added educational responsibility. Accordingly, this plan is formulated around an attempt to develop a pattern that will extend the two-year institution to meet its educational needs, and at the same time maintain the flexibility needed to add upper division responsibility.

"In other words, if Casper College becomes a four-year institution, it will likely offer a limited baccalaureate program in addition to its two-year programs. Again, it is unlikely that this will drastically alter the educational mission, which is seen as two-fold, including an inherent contradiction which is a good deal more apparent than real:

"A. To provide general education on an increasing scale;

"B. To provide increasingly sophisticated, vocational-technical instruction, both on and off campus.

"In order to realize these goals certain trends will probably continue:

"1. The college's role as a cultural center in the community and state will grow;

"2. The college will continue to improve its human and physical resources and plan an increasing role as a resource center;

"3. The trend toward flexibility will continue in such areas as academic calendar and assignment of credits so that the programs will increasingly revolve around individuals;

"4. The college will continue its movement into the community with programs designed for specific needs;

"5. Not only will the college maintain the 'open door' policy but also will increase resources devoted to remedial instruction and re-training."

Casper College is continuing to become more of a comprehensive community college. As demand has increased for more career education, more adult education, and more industry related training, Casper College has responded by broadening and strengthening its offerings in these areas. The college believes it could and should be doing more in these areas, but feels restricted by a limited budget. During the past year, new programs have been substituted for ones that have been dropped.

Casper College is in the midst of developing more meaningful articulation with the public schools. A consortia arrangement to provide vertical articulation in career programs has begun. Likewise, a Placement Council was created to work with the Chamber of Commerce and the people in the Casper high schools as a co-ordinating unit. A series of interdisciplinary sessions has been started between departments in the college and similar departments in the schools. These efforts should improve communication and understanding between these segments of education, and consequently improve educational services to the student.

Casper College continues to aspire to upper division capability. In general, the plans call for upper division opportunity to be offered in the areas of general studies and the applied sciences. This proposal was narrowly defeated by the 42nd Legislature in 1973. The proposal will likely be raised during future legislative sessions.

Casper College seems to have a broadened perspective of its role in Wyoming when compared to the other community colleges. While these other colleges look primarily toward their local community in defining their roles, Casper College seems to look not only at its local community but beyond to the entire State of Wyoming. Casper College, more than the other community colleges, perceives itself as being the resource, cultural and training center of much of Wyoming. This development has resulted from the central location of the college in the state, the growth and prosperity of Casper, and the strong leadership of the college. The development of an upper division capability would seem, from the Casper College view, a logical step in the continued development of the broadened perspective.

II. SHORT AND LONG-RANGE PLANS

The original campus planning for Casper College was through a study made by the College Planning Association in 1960. These plans served as the springboard for an updated campus plan in 1965. This consultant's plan is very comprehensive and has been followed quite closely. However, in 1972, the administrative faculty prepared a campus planning study which reviews and updates the original plan. Although somewhat less analytical than the original plan, the new document builds on the earlier effort and is in itself a reasonably comprehensive plan for the next five to ten years.

Without going deeply into this document, the major premises should be mentioned. A central consideration is that the college

campus become a pedestrian campus. This will necessitate the development of peripheral parking as fewer vehicles are allowed in the inner core.

A second consideration is that the campus be developed along a three zone concept. The college anticipates an academic zone developing on the southern part of the campus, a residential zone developing to the west and south of the campus, and an activities zone developing to the south and east of the present campus.

This zone concept should allow for the centralization of these three basic Casper College functions, as well as for their more efficient operation. No time frame has been established for this campus development.

Yet, the biggest area of action and planning is that related to the Casper College Foundation. This non-profit organization has been in existence for ten years. They have very quietly gone about an organized campaign of contacting donors. Very recently, Casper College was named beneficiary in an estate which may result in $400,000 to the college. There are other wills in existence from which the Foundation stands to gain. They are likewise developing an annuity program. The Foundation is funding an addition of over 10,000 square feet to an existing shop area. Sometime ago, the Foundation created a minerals division making it possible for donors to turn oil leases over to the Foundation to be held as assets. They can be sold while retaining an override. These and other efforts by the Foundation should continue to allow Casper College some flexibility from budgetary constraints.

Other than the campus plan, Casper College has no other institutional plan. Yet, of course, undocumented, informal planning occurs daily. In the President's Annual Report for the year ending June 30, 1973, seven educational trends are noted. Casper College's future will be to some extent related to these trends:

> "(1) It is obvious that there is a move to break with many of the traditional practices of the past. There simply have been too many rigidities and inflexibilities exercised.
>
> "(2) There appears to be a shift of emphasis toward education for employment.
>
> "(3) Such vehicles as on-the-job training, work experience for college credit and cooperative education are receiving considerable utilization.
>
> "(4) Interdisciplinary approaches to learning, as opposed to the compartmentalization of single disciplines, are emerging.
>
> "(5) The whole of federal funding seems to be lessening. A significant shift is evident in moving away from institutional support and toward student support.
>
> "(6) The percentage of high school seniors entering into traditional post-secondary schools is decreasing.
>
> "(7) There is a marked increase in attendance for adult education."

A final consideration which helps provide the rationale for Casper College's upper division aspiration, is the statement that, "there is still a sizable segment of Wyoming's people who are being denied educational opportunity because of family obligations, economics and work responsibilities. Add to this number a significant group of youth that out-migrate to receive post-high school education and training." This statement and the trends previously mentioned are key considerations that underlie the informal, day-to-day planning that takes place at Casper College.

III. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

A. Program Plans:

Casper College has no institutional plan for curriculum development. As was noted previously, new programs have been added only as other programs have been phased out. If this substitution of programs is disregarded, Casper College has not added a new program in three years. The future outlook in terms of new programs will continue along these lines, unless additional funding or new sources are found.

Casper College has a number of program proposals under consideration. The college perceives a demand for instruction in these areas and would probably implement these programs if the funding were available. These proposals include x-ray technology, transportation, fire science, construction technology, heavy equipment, family nurse practitioner, legal secretary, welding technology, jewelry, commerical photography,

diesel, radiology technology, deep shaft mining, and farm machinery. The priority and eventual implementation of these programs will depend primarily upon funding. Generally speaking, the college feels it needs $20,000 to begin any new program, with some technical programs being much more expensive.

At the present time, Casper College is developing stronger relations with local industry. The college has a staff committee that is spending considerable time in both surveys and in individual contact with industrial leaders in an attempt to determine industrial needs. The energy industry is particularly active in developing training programs with the college. Several technical training programs are being developed at the present time with the industries involved generally providing the funding. However, a new program being developed for the Wyoming Trucking Association to train drivers is being funded by a manpower grant.

Some changes in instructional methods and structure reflect the continuing development of the vocational-technical area of the college curriculum. The college recently altered its internal administrative arrangement to afford a new vehicle to respond to the need for industrial training by creating a Division of Trades and Industry. The college is also on a path of creating open-entry, open-exit programs in several forms. This is done through WIN referrals and as many of the career programs where possible. In addition, the college has secured a planning grant that will allow the college to develop, by the Fall of 1974, modular programs so that the enroller can start once a month.

Casper College has a process for evaluating and implementing changes or additions to the curriculum. The following procedure is taken from the current Policy Manual:

"The following is the minimum information needed for the submission of a recommendation to the Academic Affairs Committee for the addition, deletion or modification of a course or curriculum. (After approval by the Academic Affairs Committee, the proposal is considered by the Executive Council, the college Board, and the Commission, if necessary).

"(1) Name of the division from which the change is submitted and from which approval has been received. This permission should be secured during a regular or special division meeting. The form should be signed by the division chairman.

"(2) Course Title - This should be the course title to appear or be deleted from the catalog.

"(3) Number of Credit Hours and Coding - The coding should indicate the number of hours of lecture, laboratory or supervised practice and the number of semester hours of credit desired for any course to be added.

"(4) Course Number - The level at which the course is or is to be taught, i.e. freshman, sophomore . . . should be indicated.

"(5) Course Description - This should be a

succinct description of the course to be added as it would appear in the catalog and include pre-requisites.

"(6) Justification - The instructor or division should indicate the reasons for adding or deleting a course in order that the committee can more easily understand the reasons for the change.

Because most of the proposed new programs are in the non-transfer area, an advisory committee would typically be appointed to determine the necessary elements of the proposed program. These committees continue to evaluate the program and recommend changes as long as the program continues.

Program evaluation is conducted primarily through an annual follow-up of all graduates. This questionnaire considers job placement as well as general satisfaction with the college. The questionnaire offers opportunities to comment on programs. The returned questionnaires are circulated to appropriate people within the college.

More informally, students who have transferred to the University of Wyoming are visited on an annual basis. Student employment is informally monitored through advisory committees and instructors. Finally, each instructor is urged to use an evaluative device for each of the courses he teaches. However, the actual implementation of such a device in the classroom and the use made of the results remains a prerogative of the individual instructor.

B. Campus Development Plans:

The administrative faculty prepared a Campus Planning Study in January of 1972. This plan updates the earlier college plans developed in 1960 and 1965. The 1965 plan looked ahead 15 years to 1980. It saw Casper College's growth and development in terms of three stages based primarily upon enrollment. According to this plan, Casper College is approaching Stage III.

The recent Campus Planning Study describes a number of capital developments that are desired in the future. The plan is summarized as follows:

"Pedestrian Campus

"Future campus development should be undertaken with the view that the core campus, particularly the academic zone, be of a pedestrian setting. Vehicular routes for service vehicles must be maintained. As inner core parking is removed, much of the area now covered with paving should be developed into lawn. It is felt that this move is necessary for ecological, aesthetic, and safety reasons.

"Buildings to be Razed

"There are three structures that will no doubt need to be demolished over a period of time. First is the National Guard Armory. The building is in an extremely bad state of repair and advice from engineers suggests that it cannot be renovated or restructured. Over a longer period of time the GSA building, now leased by the

college from the state, will no doubt need to be razed. The present agriculture structure is not only substandard in construction, but ill-positioned, and serves as a retardant to core campus development.

"Structures Needing Major Repair

"Possibly the only building on campus that needs major repair is the original classroom building. Built in 1954-55 at a cost of $11 a foot, the facility probably must soon undergo a complete reroofing and reflooring. In accord with recommendations of the boiler inspectors, the heating plant must be replaced.

"New Building Units

"An area of approximately 15,000 square feet should be developed as an addition to the vocational-technical unit to service agriculture and its related functions. The objective should be accomplished prior to the razing of the present facility now being utilized by agriculture.

"An addition should be added to the Thunderbird Gymnasium to afford additional seating and lobby area.

"A visual arts center, housing the Department of Art and a proscenium theater should be erected and located north of the Thunderbird Gymnasium. It should be connected by covered walkway to the intermediate level. Appropriate parking can be afforded by utilization of the parking area in and around the gymnasium.

"A physical science center of approximately 25,000 square feet should be located north of the visual arts center and west of the Aley Fine Arts Center and Community Life Science Building. Covered walks should be extended to the east and south with an overpass spanning the inner campus road and adjoining the site area now utilized by agriculture.

"A new college center should be constructed on the site of the present agricultural unit.

"A third floor should be added to the Goodstein Foundation Library.

"Reloaction of Function

"There are two major relocation-of-function objectives that should be attained. First is the development of the upper floor of the old arts and science building into adequate facilities for nursing education. Ultimately, the long-range objective should be to give the entire unit to the medical arts. Second, in order to utilize adequately the vacated space in the old college center and to place a proper emphasis upon instructional facilities, it is recommended that the present college center unit be developed into a facility for educational services. The removal of administration units from their present location would afford considerable area for instruction in the old administrative complex. This would no doubt mean that the office of the President, Vice President, Business Manager, student

personnel services, computer and data processing, security services, duplication and reproduction, and records and admissions would be centrally located in an educational services center.

"On-Campus Housing

"Several factors tend to retard the development of additional collegiate residences on campus. Feeding facilities in the College Center are adequate for only 300 students. The capacity of McIntire, Morad and Bailey now demands food service for some 485 students, which over-taxes the capability of the present feeding facilities, and is probably the major reason for the need of a new college center.

"The present ratio of out-of-town students to the total population suggests that additional on-campus residences are and will be needed. At present this is particularly true with respect to married student units. It would appear that failure of the community to provide appropriate low cost housing from the private sector adds a critical dimension to the housing problem.

"It is obvious that the classical pattern of on-campus residences that has been known for a century must now no longer be considered. Throughout the land negative reaction to this kind of housing as an accompaniment to the cry for the emancipation of youth probably suggests a completely new direction in collegiate residences.

"Accordingly, it is recommended that additional housing for married students, both one and two bedroom units, should be constructed as soon as possible. If the site of 20 acres east of Mike Sedar Park can be obtained, it is recommended that 30 to 50 housing units be built. Further, that depending on need, on-campus residences for single students be created only within the context of the self-contained suite concept. This suggests three to five students who share self-contained facilities which obviate the need for dormitory supervision, and the establishment of hours and creates a vehicle to satisfy the 'emancipation' cry of so many of the youth throughout the land."

In the nearly two years since this plan was written, several developments have occurred. The President's Annual Report for the year ending June 30, 1973, lists these as well as the proposed energy institute. The report follows:

"The year 1973 saw the Casper College facilities grow to 19 separate buildings on approximately 135 acres. The latest addition is the Community Life Science Building, which was completed and occupied the Spring semester. This new facility was constructed at a cost of $534,742, including the built-in laboratory equipment and furnishings. The square footage cost furnished was approximately $27.50.

"Upon completion of the Community Life Science Building, the biological science classes and laboratories were moved

from the Science Building and Werner Museum. In addition, eight mathematics instructors and their classes were collected from various other buildings and assigned space in the new facility. The result was much needed relief on classroom and office space in the Administration Building, Science Building, and the College Center.

"Space previously occupied by biological sciences in the 1960 Science Building was redecorated and refurnished and made available for an expanded Associate Degree Nursing Program. Office space which became available in the Administration Building allowed the collection of the Social Science Division instructors into an office suite. Also, office space became available in the College Center for expanded student activities and more space for the student publications.

"Only minor and essential amounts of maintenance and alteration to the campus and facilities have been accomplished this year due to budgetary limitations. Items of high safety and maintenance priority have been done, such as painting, plaster patching, roof repair, repair of gas line leaks, installation of an automatic fire extinguishing system in the kitchen of the T-Bird Lounge in the College Center, and repair of automobile hoists in the Vocational-Technical Center.

"Some dirt work and rock terracing was completed in the late Summer of 1972 and early Summer of 1973. Areas receiving attention were the married student apartment complex, the

hillside west of the Aley Fine Arts Center and the vicinity of the new Community Life Science Building.

"No new areas of parking space and paving were constructed. Patching of existing pavement, much of which is in poor condition, was done at a cost of $7,200. This was a bare minimum of maintenance and left much area in need of patching, overlay and/or sealing.

"A major project under consideration at the present time is the Myra Fox Skelton Energy Institute. This facility will be constructed as the result of a $450,000 gift from Mrs. Skelton. This 15,000 square foot building will cost just over $500,000 without furniture and other items. Many of these things the college intends to build themselves. The site work is now occurring and the completion is slated for Thanksgiving of 1974. This institute is intended to be a major center of energy education that should receive national interest."

A joint committee of staff and townspeople are involved in planning for the furnishings of this facility. As a result, two rather significant gifts have been made for display. One approximates $20,000 worth of jade from all over the world that will be used for instruction and display. Another donor has provided mineral specimens that would be valued at approximately $10,000.

Finally, the Casper College Foundation is funding the addition of 10,500 square feet to the existing shop facility. This addition should help meet increasing industrial demands for welding and machine-shop offerings.

CENTRAL WYOMING COLLEGE

I. GOALS AND OBJECTIVES

> "The philosophic concept of Central Wyoming College is vested in educational opportunity for all who can profit by it regardless of age, race, creed or national origin. Regardless of who the individual is, or where he comes from, he shall receive the best we can give in the way of educational opportunity and encouragement to develop whatever abilities he possesses." (Page 4, 1973-74 catalog).

This statement of college philosophy appears in several college publications. Yet individual perceptions of the Central philosophy have been expressed in a variety of terms. Some say the mission of the college is to "serve the unserved". Others feel the mission is to fulfill as many needs as possible. This view stresses a strong responsibility to the community that encompasses more than formal learning. The college mission has been expressed in terms of the college being a community center where personal and social development is fostered.

The same catalog lists five aims of the college. These include:

> "1. College transfer programs leading to the completion of the first two years of senior college or university offerings.

"2. Technical education programs for those planning to enter semi-professional fields.

"3. Career education programs for those planning a career in skilled fields or other areas where occupational competence is required.

"4. Community service programs designed to meet the needs of the community through offering a continuous program of occupational training, general education and community centered education.

"5. Counseling service program designed to serve the needs of the students and residents of the College District."

These aims indicate that Central is attempting to be a comprehensive community college in that it is committed to offering vocational-technical education, transfer preparation and other community services. Currently, about 53% of Central's students are enrolled in the transfer area while 47% are enrolled in the vocational-technical area. The potential for program growth seems to lie in the vocational-technical area.

The college is making efforts at improving its community service function by revamping its extended day structure. This should allow many more courses to be offered in the field providing greater opportunity to its service area. Likewise, a full time community services office was recently opened in Lander. The college has also worked with the Indian population in its service area directly and through its Indian Education Board. The college has an Indian counselor and has provided its

community with opportunities for greater awareness of Indian cultures. The development of an Indian Art and Cultural Center is another example of these efforts.

At the present time, the college is faced with stable or slightly declining enrollments. This is quite different than the growth the college has experienced in past years. This may or may not be a trend. However, this development has given the college an opportunity to evaluate and round out its programs. The immediate future of Central's curricular offerings seems to be in terms of improved quality rather than in significant expansion of programs. The administration views the college as being at a second stage of development. Growth, at least temporarily, has stabilized and the beginning of an evaluative effort is evident. Unfortunately, the college has experienced a rapid turnover of Deans of Instruction. The lack of a continuing person charged with instructional leadership may have hindered the orderly and efficient development of curriculum and instruction. The addition of a President with a strong background in this area should help provide the needed leadership in evaluation and organization.

II. SHORT AND LONG-RANGE PLANS

Central Wyoming College has no overall formal college plan, either short or long-range, except for the original campus master plan created in 1966. This plan was re-evaluated in 1972 in conjunction with the passage of a bond issue. In addition, the concept of the Lander Field Station has been broadened in recent years. Committees for campus development and curriculum development have

been formed. These groups are charged with up-dating existing plans and looking forward 5, 10 and possibly 15 years to develop campus and curriculum plans. Their work should provide Central with some very significant planning in these two critical areas.

Different groups within the college are trying to deal with various areas of concern to themselves and to the college as a whole. The student services staff held a fall retreat during which they discussed studies and developments of concern to their area. From this, they planned their approach to the current academic year which includes more human development offerings. Likewise, committees are looking at ways to improve the recruitment of students and the public image of the college. There is interest too in working with the local school district in terms of sharing faculty and facilities related to a new vocational-technical building to be built by District 25 adjacent to the campus. It seems possible that a cooperative program of sharing faculty and facilities could be arranged. Central also seems committed to continuing its relationship with local industry and especially that located at the technical research park on campus.

Now that the basic campus is nearly complete, the administration is beginning to evaluate the institution as well as make it more efficient. This appears to be a planned emphasis for the immediate future. Program evaluation is being attempted by looking at enrollments and conducting follow-up studies. One method of increasing efficiency is the new procedure of identifying what courses students have taken and then determining what courses

they need to take, based on their chosen program. By anticipating what courses are needed and what are not each semester, some courses will not have to be offered each semester. This should help cut down on the number of very small classes.

III. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

A. Program Plans:

Central has no overall plan for curriculum development. Programs are developed as a response to a perceived need. The need may be recognized and a program proposal initiated by anyone, but typically this is done by the faculty.

Program planning at Central is most commonly based upon input from individual instructors, advisory committees, the counseling staff and the county schools. As suggestions are received from these groups, both potential employment and probable student interest, as well as the capability of the college to respond to the need, are reviewed. Employment potential is gauged through personal contact and/or questionnaires addressed to employers in the field. Potential student response is usually estimated by contacting high school counselors who provide insight into the desires of their students.

Once a new program or program change is formulated, a formal review process begins. The proposal moves through the division, Committee on Instruction,(the four division chairmen, Dean of Vocational Education, Dean of Extended Day, and the Registrar) Dean of Instruction, the college President and the college Board. However, this process appears to be the only definite, defined aspect of curriculum development.

Central began an agriculture program this fall. It was designed with three goals in mind: (1) to provide inservice training to farmers and ranchers in the service area, (2) to provide a general knowledge of a number of agricultural subjects so that a person can function as a good assistant after one or two years, (3) to provide the first two years of a baccalaureate program in agriculture.

Perhaps because this program was late in starting, the initial student response has been poor. However, it appears that practicing farmers and ranchers are beginning to take advantage of evening courses. There is some feeling that this aspect of the program will continue to expand as winter nears and the demands of everyday ranching and farming ease. In this light, the program will be offered during the winter semester.

As was noted previously, Central is now emphasizing the quality of programs rather than trying to develop new ones. Several programs in particular are being reviewed, basically because they are not drawing students as anticipated, or, as in the case of radio-television, the advisory committee has recommended changes. These include agriculture, computer science, drafting technology, radio-television and foreign languages.

Computer science may have overdeveloped since its inception. The 1973-74 Central Catalog lists 17 courses in this program. Consequently, this program has been revamped and consolidated this fall. This program continues to be watched.

The advisory committee for the radio-television program has pointed out the need for a more interdisciplinary approach

that will give the program graduate a greater breadth of skills. Speech and journalism courses are being incorporated into this program at the present time.

A possible program in refrigeration-air conditioning has been considered for several years. The college would have implemented the program two years earlier had a facility been available. At this point, potential employers are being surveyed as to the employment potential and required job skills. As yet, there has been no determination of whether a program in this area might be initiated.

Also receiving consideration is a program in general engineering technology. This program would be much more flexible than the existing engineering program. Its goal would be to prepare people for employment after two years as surveyors' assistants, highway engineering assistants and other engineering assistant jobs. This program may be formulated for the Fall of 1974.

Another consideration at this point is a possible expansion of the law enforcement program to include corrections, criminal justice and plant security. However, any expansion of this program must be contingent upon the impact of the new police academy at Douglas.

With the addition of the new activities building, there is some speculation that new courses or programs in music and theatre may evolve. There will undoubtedly be expanded activities in these and other areas upon completion of this building.

The only program discontinued this current academic year was the career program in horsetraining. The reasons for this decision included losing the instructor, the need for an indoor facility, and the apparent satiation of the community and state need as a majority of the students in this program began coming from outside Wyoming.

Formal program evaluation at Central consists of follow-up surveys of graduates and annual student evaluation of courses. The follow-up surveys are conducted by visiting with those Central graduates who have transferred to the University of Wyoming each year. The non-transfer is surveyed through the use of a form, now being revamped. In the past, this questionnaire focused on job placement to see if the graduate had a job, and if the job was related to the student's training. The new form will also look at the quality of the training and the degree of satisfaction the student feels with the college. This questionnaire is sent out annually.

Informal evaluation occurs quite easily on a small campus and in a small community. The "grape vine" method may not be purely scientific, but is considered a reasonably valid evaluation technique by those at Central.

Likewise, changes in enrollment are seen as indicative of the success or failure of a course or program. The loss of enrollment is sure to draw the attention of the board, administration and faculty to a particular program.

B. Campus Development:

When Central Wyoming College first came into existence in 1966, a campus master plan was created. This four stage plan envisioned a multi-purpose science building and service utility building completed in Stage I, a fine arts and vocational-technical building in Stage II, and a physical education building, an administration building, a student center, an agricultural building and a space science building to be completed in Stages III and IV.

Central has generally followed this plan and is probably beginning Stage III at this point. The science and service utility buildings have been completed, as has a small vocational-technical building. A multi-purpose activities building is under construction. When completed, this building will house a gymnasium, performing arts auditorium, electronics classrooms, and a student center. This 43,000 square foot building is scheduled for completion in January 1975. The cost will be approximately 1.3 million dollars. It is being financed through a general obligation bond with a federal interest subsidy.

Several other capital developments not on the original master plan have occurred. Perhaps the most significant has been the construction of a 48 student residence hall. This 14,180 square foot, $280,000 building is nearly completed and students began moving in during the month of October. This building incorporates the suite concept of dormitory living in which several rooms are built around a common lounge. This residence hall was also designed for easy expansion, should the need arise. The people at Central

feel that this building should fill close to capacity in the next year or two. The occupancy this year will probably remain low, partially because of the repeated delays in opening the building.

A second capital development is occurring at the college field station in Lander. A site has been chosen and plans have been drawn for a small building to house agriculture, recreation and geology. This three-story, 2400 square foot building will cost approximately $100,000. It will also have a food service capability as well as dormitory potential on the third floor. It is being financed through the same bond as the activities building. It should be completed during the Summer of 1974.

On the Riverton campus, a recreation project has been going on for some time. This project, begun two years ago, will include four softball fields (one of which will be lighted), a sprinkling system costing $12,000 to $15,000, a target archery range, two 60 x 120 yard playing fields, and three tennis courts. There will also be a parking lot for 200-250 cars. Some of the same development is planned for the Lander field station. All of this is being financed through matching funds from the Bureau of Outdoor Recreation. The original grant was for $60,000.

A final development is an Indian Art and Cultural Center to be located on the Riverton campus. The plans for this center have been developed in conjunction with the Indian people in the Wind River Reservation. A planning grant was secured in 1969 under the Higher Education Facilities Act. The planning for this center is complete except for the actual building plans. However, the project now lies

in the hands of a Department of Interior Committee. It is intended that this center will be financed solely through federal funds.

EASTERN WYOMING COLLEGE

I. GOALS AND OBJECTIVES

The following statements of institutional philosophy and objectives appear in the Eastern Wyoming College Status Study, May, 1972.

"Institutional Philosophy

"Eastern Wyoming College is a public institution in a democratic society which attempts to fulfill the educational needs and desires of the people within its service area. Although the College was founded primarily to serve residents of Goshen County and eastern Wyoming, we must also be cognizant of the needs of a greater community in determining the offerings of the College.

"It is the duty of the College as a public institution to transmit the cultural aspects of our society and to contribute to the students' concepts of their duties as members of society. Eastern Wyoming College is dedicated to the varied educational needs of all, without reservations as to age, race, religion or residency.

"Institutional Objectives

"As a small institution in a sparsely populated region, the resources of the College are necessarily limited. Therefore, the College must be selective in

determining the programs and activities which are to be provided by the College for its clientele. The programs and activities desired by the residents of the College's service area are weighed carefully in order to determine which needs can be met. A periodic reappraisal of community needs is extremely important so that changed desires may result in changed programs. The College is committed to offer any program or activity for which there is a demonstrated need and for which adequate resources exist. Specific programs offered by the College are as follows:

"1. For those students who wish eventually to receive baccalaureate degrees, the College shall provide course work on the freshman and sophomore levels. These transfer courses shall be of high quality to insure the adequate preparation of students for later work at any four-year college or university to which the credits may be transferred.

"2. For those students who desire to enter gainful employment in an occupation for which a high school diploma is inadequate but for which a baccalaureate degree is not necessary, the College shall provide vocational and general education courses and curricula. Both one-year and two-year programs leading to a certificate or degree shall be offered whenever feasible. Because vocational programs require greater financial

support than other programs do, it shall be the policy of the College to offer primarily those vocational programs which mesh well with transfer programs provided by the College. Other more highly specialized programs will be offered as resources become available.

"3. The College shall provide a program of adult education courses to meet the needs and interests of adults and out-of-school youths who wish to develop skills for occupational upgrading or occupational change or for those who wish to learn ways to use their leisure time more profitably. Both credit and non-credit classes shall be offered, with course scheduling flexible enough to permit the offering of short courses to satisfy special avocational interests. A program of basic education for adults shall be a part of the evening school program, as shall a general education program for adults.

"4. The College shall provide remedial courses, when feasible, for the student with academic deficiencies. These courses shall be designed to prepare the student for the College's credit classes, although enrollment shall not be restricted to students who intend to continue toward a degree.

"5. The College shall provide counseling services

to assist students in self-evaluation and attainment of their maximum potential. Counseling services shall also be made available to adults in the community who desire such services. Personal guidance and academic advising shall be provided for students.

"6. The College shall provide for its students a program of extracurricular activities which contributes to the education of the students. Both the kind and quantity of such activities shall be flexible, dependent upon the needs of the students and the resources available to meet these needs.

"7. The College shall serve as a technical and professional resource to the area high schools and other agencies in the community. Additionally, community service and participation is an obligation of individual staff members.

"8. The College shall provide a program of cultural activities consistent with the needs and desires of community youths and adults. These activities shall include lectures, concerts and other special offerings.

"Comments Regarding Institutional Objectives

"We at Eastern Wyoming College do not consider the objectives of this institution to be static. The educational needs of this community change as do those of any other community and shifts in emphasis from one need to another are

to be expected. During the past year, the statement of the College's major objectives has been rewritten in an effort to make this statement more explicit. The students of the College and the citizens of Goshen County were first consulted to determine the importance to them of the College's past activities. Through the use of questionnaries, comments were obtained concerning a wide variety of both major and minor educational objectives. Only then were the College's objectives modified.

"The task of meeting the diverse educational needs of any community is not a simple one. After a need is identified the capability of the college to meet this need must be assessed. The College must ask, 'Are the necessary resources available to provide an appropriate program?' All decisions regarding program modification must be based on the answer to this question. Because its resources are limited, the College cannot provide programs to meet every need, but the programs it does provide are of high quality."

Eastern Wyoming College is beginning to implement a comprehensive community college philosophy. Courses and programs are beginning to expand in the vocational-technical and community service areas. The college is moving away from the junior college orientation that has characterized it since its inception as a branch of the University of Wyoming in 1948. At the present time, the philosophy is being rewritten to reflect the changing emphasis.

There are several developments taking place at Eastern that reflect the evolving philosophy. The college is attempting to better serve the Mexican-American population located not only in eastern Wyoming, but throughout the State. A Mexican-American counselor worked in the community last year. However, this person took another job, and the position remains open.

The college also has a planning grant to develop a program in cooperative business, primarily for Mexican-Americans. The college is looking state-wide for Mexican-American students who will attend college, either in their home community or at Torrington, and be placed in course related jobs as they study.

Eastern has also added a veteran's counselor to the staff, although the college's veterans seem to have few difficulties. In addition, the college established a cooperative agricultural program which combines study with relevant work experience. This program allows veterans to receive benefits while studying and working.

The college has moved into the community by offering adult basic education and GED programs off campus. Courses have been taken to a community retirement center to better serve senior citizens. Counseling is available in the community for adults and others not enrolled in the college.

Eastern Wyoming College is attempting to expand its service area and reach more isolated communities. This program will bring together the State Department of Education, the University of Wyoming, secondary schools, and possibly other community colleges

in the effort to provide educational services in areas not now served. This program is explained later, under the new program heading.

In summary, the philosophy evolving at Eastern is one that is beginning to encompass the comprehensive community college concept. Program development is being focused on the vocational-technical area. Community needs are beginning to be considered in program development and college services. Likewise, the concept of the community has been expanded to include a greater variety of people and needs than have traditionally been considered.

II. SHORT AND LONG-RANGE PLANS

Eastern Wyoming College has done some limited institutional planning. The college has a long-range plan which looks briefly at college goals, admissions, curriculum, faculty, library, counseling, community services, student services, and facilities. However, the depth and comprehensiveness of this document is limited.

Campus development has generally followed the original master plan, developed in 1966. This plan is considered the basis of campus development even though it is not functional at this time.

III. PROPOSED PROGRAM AND CAMPUS PLANS

A. Program Plans:

Eastern Wyoming College has no overall plan for curriculum development except in terms of the informal college master plan.

The part of this plan dealing with curriculum emphasizes the need to improve course content, instruction, and instructional methods. However, specific ways of meeting these goals are not dealt with. The curriculum statement also expresses the need to develop career programs, especially those which parallel existing offerings. This would allow alternative routes for students and utilization of personnel in both fields. The college also favors the expansion and development of cooperative programs.

Eastern has a formal process of program implementation. A need or change is identified and a tentative course or program outline is prepared. This proposal goes to the division chairperson and then to the newly constituted Council on Instruction. This council consists of students, division chairpeople and faculty. If recommended, the proposal moves to the Dean of Instruction, then the President, the Board and the Commission, if necessary. This process is being refined with the Dean of Instruction having more responsibility throughout the process.

The major new program at Eastern is the heating, air conditioning and refrigeration program which began this Fall. This program is considered by some to be a pilot in terms of further vocational-technical expansion. The program is still in the planning stage. This program has started slowly but the college feels that with the addition of a new facility, and given time to establish itself, the program will grow. This program is totally individualized, and is open-entry, open-exit.

The initial planning for this program was based on several considerations. First of all, no other program of this sort is

offered in the State. This program is also not as costly as other vocational-technical programs. A local need was determined by contacting local dealers and others in this field. The State Labor Department was also contacted. Finally, high school counselors were contacted to help determine potential student interest.

The start-up cost is estimated at $25,000 this first year. Operational costs should run $12,000 to $15,000 per year. The college has federal money for equipment which was received through the State Department of Education. Consequently, major items of equipment belong to the State.

The goal of the program will be to prepare a person who will be able to work on domestic refrigeration/air conditioning units after one year of training. After two years of training, the student should be able to work on commercial air conditioning, refrigeration and heating units. With the Associate Degree from this program the student should be able to own and operate his own business.

Eastern Wyoming College is applying for federal funds to begin a veterinarian technican program. The college is hoping to receive $15,000 in "seed" money. The program is envisioned as being a cooperative undertaking with a local veterinarian. The program will be part of the agribusiness offering. If the desired federal funding is realized, the program should start early in 1974.

The college is also looking at another possible expansion of the agribusiness offering to include a program in irrigation

technology. The college feels specialization in this area is necessary in view of their location and the growing importance of irrigation in agriculture.

The possibility of instituting a cooperative Licensed Practical Nurse program with neighboring Nebraska Western College is being considered. As now envisioned, students would complete basic coursework at Eastern and do their specialized work through the Nebraska Western LPN program.

Other program considerations occurring include an anticipated review of the computer science program to make it more consistent with local community needs. At the present time, many graduates are leaving the area as well as Wyoming to secure jobs. The secretarial program is being reviewed because many students leave after completing a year or less of the program. Consequently, the program may be revised to better meet students' goals. The agriculture and engineering transfer programs are being reviewed in light of relatively low enrollments.

Eastern Wyoming College is initiating a pilot project for an inter-institutional agency cooperative program of community education. The program is a multi-faceted approach toward development of a system whereby most of the people in the target areas (Douglas, Glendo, Wheatland, Chugwater, Guernsey, Lusk, and Newcastle) would be provided an opportunity for educational, vocational, cultural and social development. The program will be conducted by Eastern Wyoming College under the direction of the college's Coordinator of Community Services who will devote

full time to this project. This region-wide cooperative effort would make it possible to further extend university and community college services which have heretofore been limited for lack of sufficient resources and numbers of people.

A second phase of the program will be the establishment of community service advisory councils and the appointment of a coordinator in each of the target communities. This action will serve to stimulate interest in community education at the local level as well as providing for local coordination. It is envisioned that the local coordinator will assist the project director in needs assessment, identification of individuals in need of services, and will assist the advisory council.

Another major thrust will be in the direction of career counseling and preparation for disadvantaged persons. Means of providing ABE opportunities as well as more advanced developmental courses will be explored. Career exploration, career counseling and human relations courses will also be made available to the disadvantaged people. Credit and non-credit classes will be offered to the various communities at a very nominal charge with the expectation that enough interest will be created to generate other sources of funding, such as the local school budget, tuition, federal or foundation grants, etc. Eastern Wyoming College has been granted $12,159 in federal funds for this program.

There is no formal process for evaluating programs at Eastern Wyoming College, with the possible exception of the annual visits to Chadron State College, Nebraska, and the University of Wyoming to interview transfer students.

Informal evaluation occurs in terms of numbers enrolled and student feedback. If the enrollment in a course or program declines, the college focuses its attention on that area to determine why. Likewise, being a small college in a small community, it is assumed that difficulties or complaints will be brought to the attention of the institution through the personal relationship the college has with the students. In addition to this, division chairpeople and the Dean of Instruction visit classes on an irregular basis.

The college once followed up students using a general questionnarie. However, this instrument did not address itself specifially to program evaluation but dealt primarily with job placement. However, Eastern Wyoming College is beginning to develop formal follow-up procedures to use particularly with the vocational-technical graduate. It is anticipated that this procedure will be developed for use by next year, and will be used on an annual basis thereafter. Consideration is being given to a procedure that gets responses from freshmen, those who graduate as well as leave, and annually looks at first year graduates as well as those who graduated five years from the evaluation year.

B. Campus Development Plans:

Eastern Wyoming College has no current campus development plan. The original master plan, developed in 1966, remains the only campus plan. However, the facilities section of the informal master plan suggests a future auditorium/student center development. An unrelated building is now being constructed on the campus.

LARAMIE COUNTY COMMUNITY COLLEGE

I. GOALS AND OBJECTIVES

Perhaps the most visible statement of college philosophy can be found in the introduction section of the 1973-74 College Catalog. In fact, this is the only statement of this sort to be found in the catalog. This introduction reads as follows:

> "Laramie County Community College was created by the voters May 21, 1968, to help fill the need for post-high school education and training in the county. Courses are offered which reflect the skills and knowledge required to function in a world which makes increasing demands upon the individual. The College is dedicated to assisting the individual in preparation for his career, life in his community, and use of his leisure time by providing continuing educational experiences.
>
> "To achieve these ends, Laramie County Community College provides programs in the following instructional areas: Academic, preparing students for transfer to four-year institutions; Vocational-Technical, with flexible programs up to two years in length; and Continuing Education, which may consist of work leading to the equivalent of a high school diploma or of courses which provide general information and cultural opportunities.

"Our goal is to make Laramie County Community College an educational institution for all people whether they want to gain personal enrichment through a program of general education, to obtain a certificate of high school equivalency, to acquire skills in a vocational-technical program, or to begin a college career leading to a bachelor's or higher degree."

There is, however, a much more comprehensive document which reviewes and analyzes the development of the college goals. The Status Study Committee at LCCC has reviewed a number of goal statements made by various members of the college and local community, both before and after the establishment of the college. Although many statements are included in this document, probably the most significant statement of purpose is that made by the Laramie County Community College Board of Trustees and taken from their minutes. This is the only official statement of this kind made by the Board of Trustees.

"BE IT RESOLVED that the Board of Trustees of Laramie County Community College supports the concept of comprehensive community college educational services, including all levels of education and training for the adult population of the area except those normally provided by four-year institutions of higher education in their upper division and graduate programs. These services should include vocational training as well as technical education, general and liberal education for adults regardless of their level of previous accomplishment, and continuing education for adults no longer primarily engaged in the formalized educational structure.

"BE IT FURTHER RESOLVED that this Board advocates a level of state and local funding which will permit its institution to provide these services.

> "BE IT FURTHER RESOLVED, however, that in the absence of an appropriate amount of resources to provide the entire range of educational services, the Board advocates the reduction or elimination of the 'transfer' function and the concentration of resources in the area of vocational training, technical education and related general education. In such an event, the Board recommends that the freshman and sophomore 'transfer' offerings for this County be a responsibility of other State institutions of higher education, such as the University of Wyoming.

It appears from this and other statements that, perhaps unlike Wyoming's other community colleges, LCCC was founded and has developed as a comprehensive community college with an overriding commitment to vocational education. Being the newest of the colleges, LCCC has had the opportunity to plan and develop in anticipation and response to current educational demands. It has not and probably will not have to deal with the degree of institutional change that the older community colleges must face if they are to become truly comprehensive community colleges. Likewise, LCCC has a potential for growth that the others lack. Typically, periods of growth provide opportunities for change and innovation within an organization.

II. SHORT AND LONG-RANGE PLANS

Laramie County Community College has a long-range institutional plan. This plan was developed in 1970 by a consulting organization. As stated in the introduction, "the purpose of this study was to develop a long-range plan for the further development and expansion of the current program and facilities of the Laramie County Community College. An analysis has been made of the available data and related information as a basis for the preparation of a generalized plan to guide the future development of the college. This

report provides an estimate of the enrollment potential of the college, projects the scope of the instructional program and its supporting services, provides a projection of space requirements for specific development phases, and suggests an estimate of the financial needs for capital outlay and current operation for the projected period." This then is a comprehensive plan, looking at all aspects of the college, that was designed to provide guidance in the development of LCCC for at least several years. Although this plan is nearly four years old, it continues to be the college plan. The administration of LCCC has indicated, however, that this plan will be revised and updated within the next year or two. This revision will be done by college faculty and staff.

Another significant planning effort is now occurring through the development of the LCCC Self Study, a part of the accreditation process. The purpose of this study is to review and evaluate the institution, and to recommend change if needed. While this study is not intended to be a planning document, it does provide an understanding of where the institution is in its development that is basic to any planning. The revision and updating of the LCCC long-range plan should occur soon after the Self Study is completed so that full advantage can be taken of the efforts and momentum the study group has established. The study is to be completed during the late Spring of 1974.

III. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

A. Program Plans:

Current program planning at LCCC is focused on three areas. Programs in these areas should all be in operation by the Fall of 1974.

A heavy equipment maintenance program began during the Fall of 1973, coinciding with the completion of a new shop facility. A planning committee was formed which determined the need for such a program as well as the skills that should be taught. This planning committee, as is generally the case, will evolve into an advisory committee as the program develops.

Equipment for this program was both purchased and donated. One new instructor was also hired. It is estimated that this program will cost approximately $30,000 this year, with much of this cost directed to the purchase of equipment. The goal of this two-year program is to provide a person with the skills to do less than major repair work on heavy equipment.

In January of 1974, a food service management program is slated to begin. A planning committee is now developing the appropriate curriculum. This program is somewhat unique in that it will operate through a lease agreement with the food service contractor for the college. The contractor will provide a person to both instruct and have responsibility for the college food service. On the one hand, this person will be responsible to the Dean of Instruction. On the other hand, he will be responsible to the Dean of Administration.

The new college food service facilities will be used for the job-related part of this cooperative program. This program will offer up to two years of training. However, the college has determined that many students start this type of program and drop out along the way to secure immediate employment. Consequently, opportunities to terminate with a certificate will exist along the way.

A third area for which instruction will be offered in the Fall of 1974 is agriculture. Two closely related programs, agribusiness technology and agriculture production technology, are the beginning of an instructional thrust for LCCC into agriculture. The programs are still being developed with the help of some experts in the field. A planning committee should soon be formed.

The full training period for each of these two cooperative technical programs covers 21 months. The period is divided into four semesters of extensive study on campus and approximately 90 days of supervised on-the-job training. During the supervised job training period the student is required to take full-time employment with an approved employer. Employers are expected to pay the regular rate for the work accomplished.

The goal of these programs is to prepare students for employment in an agricultural trade or technical occupation. This person should be able to go to the farm and become a foreman or manager, or specialize in some of the more technical areas such as feedlot management.

Because these agricultural programs are cooperative in nature, the college should require no additional facility. However, one full-time instructor, and possibly a part-time instructor, will be needed for these programs. The college has estimated that it will need $8,000 for planning purposes, and $19,080 for the first program year of these agricultural offerings.

Laramie County Community College is considering implementing or expanding programs in a number of areas. One of those receiving attention is a proposal for an Associate Degree Nurse (ADN) Program.

LCCC currently operates a Licensed Practical Nursing (LPN) Program that consists of one full calendar year of training. The graduate is prepared to do bedside nursing and direct patient care.

An ADN Program would allow the graduate to transfer to a baccalaureate program. However, the transferability from the LPN to ADN must be coordinated before the program can succeed. At the present time, the State Board of Nursing will not accept some of the LPN coursework in transfer. This difficulty, coupled with a lack of training stations in the community, is holding up any more serious planning for an ADN Program.

The college is considering several other areas in terms of possible program development. LCCC is currently surveying the need for optometrist's assistants. The college is also looking at the electronics area, although the need does not appear to warrant a program at this time. The college also recognizes a fine arts/music void that may be filled as new facilities come into use.

Several existing programs are seen expanding in the future. Data processing began this past fall and has started well. The business areas should also continue to grow, especially as more of the programs become open-entry, open-exit, and go on a year-round basis. The addition of an art facility this fall will allow for sculpturing, ceramics, metal work and lapidary this year. The college anticipates eventual expansion in a heavy equipment program to include diesel mechanics. A need has been

documented in this area and, if the necessary equipment becomes available, efforts will be made to begin such a program. Finally, LCCC is moving toward making all programs open-entry, open-exit. Likewise, an increasing number of programs will be offered on a year-round basis.

Although LCCC has no overall plan for curriculum development, it does have a process for developing specific programs. Basically it begins by recognizing a need. The need is surveyed and documented and, if significant enough, a planning committee is formed. This committee is composed of knowledgeable people in the area being considered. This committee provides input into the program proposal. Once the program is implemented, this committee becomes an advisory group. Its role then is in terms of constant program evaluation.

Within LCCC, there is a process for implementing new curriculum. The instructor or others in the division create the program proposal. The proposal moves through the division chairman, the Instructional Council (made up of the Dean of Instruction, division chairmen, and associate deans in the instructional areas), and the President's Council before it can be implemented. These groups look at documentation showing need for the program, the cost involved, and facilities and equipment needed. These are three of the most significant criteria for new program approval.

The Self Study presently being made by LCCC is providing an opportunity for overall institutional evaluation not usually done. As part of the institutional study, a group is reviewing, among other things, program objectives. They are also looking at how

well programs are meeting needs. Faculty, administration and students are involved in this review.

As part of the standard procedure of the college, there are several processes established to evaluate programs. To oversee this effort, an individual was given the title of Director of Educational Development this year with a major task of evaluating programs.

The most thorough program evaluation occurs in the vocational-technical area. All programs in this area have advisory councils made up of employers and others knowledgeable in the occupation. They provide feedback through their meetings with the Dean of Instruction. The chairmen of these councils meet with the college President. Generally their comments relate to how well prepared the student is for the job he has taken. In addition, each co-ordinator or division chairperson in the vocational-technical area is asked to follow up his graduates on an annual basis. These people, as well as the instructors, are expected to discuss student performance and preparation with local employers of their graduates.

In the academic or transfer area, there is less thoroughness in program evaluation. Evaluation occurs principally through the annual visit with graduates who have transferred to the University of Wyoming. These interviews ask, among other things, how well the student felt he was prepared to transfer.

During the 1972-73 academic year, a graduate student did a study of all students who had ever been enrolled at LCCC. She received a good return of nearly 50%. However, the results have

not yet been received by the college. Of course, a major criterion of program success continues to be the enrollment in each program.

B. Campus Development Plans:

Laramie County Community College's long-range plan provides guidelines and projections for facilities development. The basic factors considered in arriving at the projections and guidelines were projected enrollment potential, the types of curriculum and service programs anticipated for the college, and the projected enrollments by major program and curriculum area. This plan continues to be the guide to campus development, although building priorities are constantly re-evaluated. At this point, the college feels that its needs greatly outstrip its resources in terms of facilities.

The initial college facilities consisted of four buildings comprising 53,212 square feet of floor space located on the college site. These buildings are leased from the College Foundation, and will become college property when paid for. In addition, the college had been using 17 other locations for classes throughout the community.

In 1971 the district electorate passed a 2.2 million dollar general obligation bond issue for the construction of additional college facilities. The Laramie County Community College Foundation authorized an additional issue of $750,000 to build a College-Community Center. This is to be repaid to the Foundation by the college through a $24 per semester student fee and profits from the operations of the college food service and bookstore. This three million

dollar plus building program is expected to be ready for occupancy by mid-December, 1973. The floor area of the new construction will be approximately 117,000 square feet. This construction will nearly triple the total area available on the campus site. With the new construction completed, the college facilities should accommodate approximately 1500 full-time-equivalent students.(FTE)

The initial planning and development of the campus involved a number of people. Within the limits of the bond issue, the faculty came up with the needed areas. They then determined the square footage allocated to each of these areas. Finally, the faculty planned the physical arrangement of their particular instructional areas.

This construction is making a number of new facilities available to LCCC. These include an automobile mechanics-heavy equipment shop; a building housing art and a warehouse area; a two-story classroom building that will include the developmental center, PREP program and office occupations; a college-community center, including a cafeteria, bookstore, small theatre, and student commons; an instructional resource center housing the library and audiovisual department; and a physical education building, including a gymnasium, swimming pool, and a lone handball court. Some of the financing for the college-community center is from HUD funds ($50,000). The total cost of all of this construction is approximately 3.2 million dollars.

The college anticipates no further building for at least three years. The facilities, when completed, should be adequate for the next 4-5 years. The present construction is designed to

serve 1500 to 1600 full-time-equivalent students. The college is currently operating at about 1300 FTE. The college estimates that its growth rate will slow, as is the case nationally, and should reach about 1375 FTE for 1974. This is above that projected by the college long-range plan. Any future building would probably occur in fine arts or agriculture.

NORTHWEST COMMUNITY COLLEGE

I. GOALS AND OBJECTIVES

The philosophy and objectives of Northwest Community College are stated in the 1973-74 college catalog as follows:

"Northwest Community College is dedicated to the preparation of men and women to cope intelligently, effectively and responsibly with the stern demands and unparalleled opportunities in a changing and complex world. Every individual is endowed with certain potential abilities which must be discovered and developed. To this end, emphasis is upon a basic education, fitted to the capabilities of each student, with specialization appropriate to his needs and capacity. Such advantages are available to any person, regardless of background, age, race, or creed.

"The goals are: (1) to nurture free, reasoning and responsible individuals in an atmosphere of open discussion, inquiry and examination (2) to provide for social growth and the establishment of good health standards through a balanced program of cultural, physical and recreational activities (3) to provide the means, methods and materials for the enrichment of life through knowledge and experience and (4) to provide friendly, democratic personal relationships between students and faculty.

"Specifically, Northwest Community College provides: (1) an educational program for those who plan to obtain the first two years of college work which may be transferred to other institutions of higher learning (2) occupational and technical training in certain areas for those who do not currently plan to continue their education in another college or university (3) an adult education program to meet the needs of adults and out-of-school youth and (4) programs to meet the education requirements of the community including special activities and services."

The college continues to develop as a comprehensive community college. Having begun in 1946 as a branch of the University of Wyoming, the college has traditionally been liberal arts, transfer oriented. Since the mid 1960's, the college has broadened its offerings into the vocational and community service areas.

It appears at this point that the major efforts of Northwest are centered upon providing ways of reaching the community. This is being done now by offering extended day classes in Lovell, Cody, Powell, Worland and Meeteetse. Tentative plans call for courses to be offered in Byron and Greybull in the future. Special efforts have also been made to include homemakers and senior citizens in college activities. Likewise, the community is encouraged to make use of college facilities.

Northwest feels that its major thrust must be in its service to the community, including the entire Big Horn Basin. The college

feels that the community service aspect of its mission will continue to receive major consideration, especially as high school populations decline and transfer enrollments stabilize or decline. However, the college feels it will not be able to do a great deal more than it is now until it can receive more funding for this part of its mission.

II. SHORT AND LONG-RANGE PLANS

Northwest Community College has no functional short or long-range plans. The college has had a campus master plan but it has not been updated for some time. However, the college recognizes the need to review and update the master plan now that present facilities are approaching their maximum potential. There is also a very informal plan for the occupational education and extended day program. This document lists both occupational programs and their possible implementation date, and communities where extended day programs will be offered in the future. The time period projected is five years.

The college philosophy emphasizes the need to be able to respond to community needs and desires. In a sense, this is the master plan for the college.

III. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

A. Program Plans:

Northwest Community College is offering two new programs this year. One is a medical laboratory technician program that leads to an Associate Degree. The goal of this program is to

prepare people to work in hospital laboratories or a clinic. More specifically, this person should be able to carry out routine laboratory tests under the direction of a doctor or a medical technologist. The person can also transfer upon completion of the program.

The second program is horse management and training. This two-year program is designed to give the student the necessary background for employment managing breeding farms, dude ranches, riding academies, race tracks and stables. It is also intended that this program relate to several others that revolve around the recreation industry. This program leads to either a certificate after 30 hours of instruction or an Associate Degree after two years.

Northwest is initiating an exchange program with Trowbridge Technical College in England. Thirty students from Northwest will spend twenty-six days in England during the Spring of 1974. The same number of Trowbridge students will visit Northwest Community College in the Summer of 1974. Participating students will receive three hours of credit in humanities. If this venture is successful, semester-long exchanges may develop.

Northwest is seriously looking at ways to broaden its recreation offerings. The college has majors in wildlife management, pre-forestry and community recreation and park administration. Likewise, other programs and courses related to the recreation industry, including floristry and food service, are being tailored to fit in a more comprehensive recreation offering. Significant

impetus for expanding the recreation area will occur if college plans for a college camp in the Sunlight Basin materialize.

Northwest Community College is being used as a center for the study of salinity and turbidity in the Shoshone River area. The objectives of the study are to determine the natural and man-made sources of high salinity waste water presently entering the Shoshone River via the tributary streams, ponds and canals and secondly, to coordinate the study with the irrigation district representatives operating in the Shoshone River area, oil producing companies in the drainage area and other interested commercial and industrial entities. Because the college has as a goal the ultimate certification of its laboratory by the State Department of Agriculture, the college is considering the possibility of initiating a program to train environmental technicians. However, the idea is only beginning to be investigated.

The college is considering the addition of a horticulture program. This program would be aimed at some of the more artistic aspects of horticulture including floristry. The curriculum has been determined for this program and a needs analysis is currently being conducted. Even if this program appears promising, its implementation would probably have to wait for the addition of a greenhouse.

A new option in mid-management will be offered during the Fall of 1974. This is intended as a terminal program with the graduate moving directly into assistant management position. This will be offered as a "spin-off" under the present "business management" program. Present staff will teach this program with no additions necessary.

Several other programs are being considered for possible future implementation. However, little planning or analysis has been done to this point. These ideas include gun smithing, saddlery, and heavy appliance repair. A determination of need and student interest will be made before much more is done with these ideas.

Some current programs are being re-evaluated and revamped. Journalism is being redesigned so as to give the student a variety of skills. A survey of Wyoming newspapers found that the papers wanted an individual who could do a number of things rather than someone who had special skills.

The food service program is being watched because of its relatively low enrollments. While a number of employment opportunities exist in the area, most students don't appear interested in this career. Consequently, the program is moving more toward hotel-motel management and the tourism field in an effort to attract students and still meet local needs.

Curriculum is developed as needs are perceived. There is no institutional plan for curriculum development, although the occupational and extended day area has done some limited planning.

The college does have a mechanism for curricular planning. The academic affairs committee is broken into two sub-groups. One of these is the curriculum committee which has a responsibility of looking at institution-wide curriculum in terms of evaluation, initiation and planning. It appears, however, that the institutional planning function has not been a major concern of this group.

Program implementation and evaluation are concerns of several groups and individuals at Northwest. The implementation process begins typically at the division level where members of the division and advisory people comment on the proposed change or addition. The proposal then moves to the Academic Affairs Committee, then to the Coordinating Committee (made up of division chairmen, faculty association president, college President, and librarian). After this step, the recommended proposal then goes to the college Board and the Community College Commission as required.

This process does provide a mechanism for evaluating programs prior to implementation. However, the college does not have a formal method of evaluating on-going programs at the present time. The college has developed a questionnaire to be sent to all students having attended one or more semesters in 1972-73. This survey was requested by the Community College Commission and should yeild some results in terms of program evaluation.

At the present time, the Occupational and Technical Division does follow up its graduates, but this survey looks primarily at the job the graduate holds and its relationship to the program he completed. Here program evaluation is basically in terms of the graduate's employment. In much the same way, transfer students are interviewed each year at the University of Wyoming and their comments are considered in evaluating programs.

Instructors are formally evaluated by students and division chairmen each year. This is accomplished through a standard form

developed by the college. This formal process also provides input into program evaluation.

B. Campus Development Plans:

Northwest Community College has generally followed its campus master plan as the campus has developed. The facilities are now considered relatively adequate. In fact, the college probably overbuilt originally, especially in terms of dormitory space. Now the college is reaching the point where the facilities are nearly maximized. Consequently, a need is felt to revise and update the campus master plan in the future.

Although the college facilities are generally seen as adequate at this time, there are several additional facilities now being considered.

The college sees the need for more recreation facilities on campus and in Powell. Dormitory students, it is felt, need more than academic activities to develop them personally and socially. In the same way, Powell and the surrounding area need more of this kind of opportunity. Northwest is addressing the situation by beginning discussion with the city of Powell on developing a joint recreation facility. Nothing more formal than discussion has taken place at this point.

A second development consists of a greenhouse. This facility will probably be necessary before the proposed horticulture program can begin. No definite plans have been developed for this facility yet.

Another consideration is the covering of a courtyard in the administration and science building. Once completed, this area would be used as a natural history display. Flora and fauna found in northwestern Wyoming could easily be displayed here for viewing by the college and community. The estimated cost for this construction is $20,000.

A major consideration of the college at this point is the establishment of a field station in the Sunlight Basin Wilderness area. Northwest has a cooperative program with other colleges who send their students to the Powell area in the summer to study geology and botany. A facility in this area would allow the college to expand its own offerings as well as the cooperative effort. It would also fit into the college's concept of a broadened recreation program. The college has plans for a building and the college staff has volunteered to supply the labor. The major problem is in obtaining land. Northwest seems optimistic that the land will be found, although there is nothing definite yet.

Finally, the college sees some need for additional classrooms partly because laboratories have taken over classrooms in the past. There is also some discussion as to the need of a learning resource center. Very little has been decided on either of these proposals.

SHERIDAN COLLEGE

I. GOALS AND OBJECTIVES

Sheridan College has a statement of philosophy and a statement of college objectives in its current catalog. These are as follows:

"PHILOSOPHY OF SHERIDAN COLLEGE

"Sheridan College is a two-year college dedicated to serving the educational needs of both career and transfer students, and the citizens of the community. The primary purpose of the College is to contribute to the process of developing the capabilities of students to work productively and to make effective judgments. Underlying this purpose is the aim to provide an environment of inquiry in which faculty and students can discover, critically examine, preserve, and transmit the knowledge, wisdom and values which are the foundations of human progress. Within the capabilities of the resources which the institution can command, it will provide selected, post-secondary programs of learning experiences which enhance the students' abilities to analyze, synthesize, communicate, and perform. Basic to all programs at Sheridan College is the desire to promote a drive toward excellence in the learning process and in career efforts.

"COLLEGE OBJECTIVES

"Course Offerings - In recognition of its function as an institution of higher education and its responsibility to the individual student seeking a solid foundation for continuing development, Sheridan College shall seek to maintain in all non-technical courses of the 100 series and 200 series the content and standards equivalent to regional university offerings.

"Student Needs - The College and instructors accept the responsibility to provide selected courses, special instructional procedures, and individualized efforts, including guidance, as a means of creating conditions which are an aid to the student in reaching the educational levels of competency appropriate to higher education.

"Career Programs - The College intends that its students in career-oriented programs will receive instruction at the same levels of excellence as all other programs. Degrees or certificates awarded to students completing career programs will signify attainment at the college level. Thus, career programs will be full partners with other programs.

"Continuing Education - In recognition that education is a life-long process, the College shall maintain on a self-sustaining basis efforts in the various areas of continuing education as a post-secondary experience.

"Community Service - The College accepts its responsibility to maintain efforts in community service congruent with its purpose as an institution of higher education. In this regard the College will attempt to

offer or sponsor educational and cultural programs which will benefit the citizens of the community. The College will share its institutional capabilities and facilities with the supporting community in all ways deemed consistent with its role. The College also encourages its staff and faculty to share in community responsibilities.

"Comprehensive Character - A balance shall be sought in diverse programs, varied faculty background and preparation, differing student expectations, and student activities as a means of providing as broad an educational environment as possible for each student. Such diversity shall preclude over-investment of resources and effort in areas of transient concern and shall reflect a comprehensive approach to the purpose of higher education and the philosophy of the College."

There seem to be two major factors which have characterized Sheridan College over the 25 years it has existed. One factor has been the college's traditional liberal arts, transfer orientation. This can be seen in its course offerings, recent admissions policy, and perhaps in the use of professorial rank for its faculty. Only one other Wyoming two-year college has faculty rank. No college with an orientation of this sort can expect to grow or involve more than a fraction of the community. This seems increasingly true in this current decade.

Secondly, Sheridan College has replaced its President on an average of about every 2.3 years since its founding in 1948. This development has a number of ramifications. It can lead to a lack of community trust and confidence, as well as support. It can lead to poor institutional morale. It can result in institutional stagnation and a lack of innovation. It can also result in a lack of institutional planning.

Some of these results may have occurred at Sheridan. They may or may not have resulted from rapid presidential turnover. The point is, however, that this sort of occurrence is not conducive to a healthy and vibrant institution.

Sheridan College hired a new President during the Summer of 1973. This individual is bringing a community college concept to Sheridan. He intends to redefine the institutional goals more in terms of community service, continuing education and vocational-technical education than is present now. This is not to say that the liberal arts, transfer area will be abandoned. But in terms of the realities of enrollments and student interests, as well as the community college concept, these areas are felt to need strengthening. A move has been made in this direction in that each division is drawing up long-range goals. It is intended that once this occurs, these division goals will be brought together so that institutional goals may evolve from them.

II. SHORT AND LONG-RANGE PLANS

Sheridan College has no formal institutional plan, either in terms of facilities or curriculum. However, Sheridan College

seems to be on the verge of becoming more of a community college than it has been in the past. There is some impetus from within the college to expand the community service and vocational-technical objectives of the institution. For this change in institutional perspective to occur, however, an effort will have to be made to educate both those within and outside the college to a new college philosophy. Sheridan College will initiate this process through in-service training to begin this year. Thus, perhaps the principal administrative concern at this time is to educate the members of the college community as to the concept of a comprehensive community college.

III. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

A. Program Plans:

Three significant programs were initiated this current year at Sheridan College. Each reflects a trend away from traditional offerings.

A cooperative management program began this fall. It consists of three semesters of classroom work followed by a six-week internship spent on the job in the community. This program is designed to prepare people who can immediately be employed as assistant managers or who want to transfer to a four-year institution.

A second new program is that of recreational leadership. This program was designed with an eye toward the recreational potential of the Sheridan area as well as the general increase

in leisure time. Local schools as well as recreational organizations such as the YMCA were surveyed as to the need in such a program. A person completing this program will be able to move into recreation assistant positions, as well as transfer.

Another significant development this year has been the creation of a college extension center in Buffalo. At the present time, only one course is offered there, although the offering is expected to expand in the immediate future. The same should also be true of the previously established center in Gillette.

Several other programs are anticipated beginning in 1974. One of them revolves around the already strong dental hygiene program. This will be a dental assistant program to begin during the Fall of 1974. Sheridan College feels it can accommodate 20 to 24 students in this program simply by adding one Certified Dental Assistant to the staff. There would seem to be no lack of students for this program as Sheridan College must now turn away four of every five applicants for the dental hygiene program. The college has also surveyed dentists in Wyoming as well as its hygiene graduates to determine the need and interest for such a program.

A second new program will be in banking. This should begin in the Spring of 1974. It is designed in conjunction with the American Institute for Banking. It will be a cooperative program, allowing the student classroom work as well as on the job experience. This program is designed to lead to a certificate, although it is also transferable.

Sheridan College will be looking for significant expansion and strengthening of its agricultural program during the Spring of 1974. This program has operated in a piecemeal fashion in past years. A new instructor is expected to provide the leadership the college feels is needed. There is a need for a $3,500 renovation program of agricultural facilities this year.

Several other programs are being considered for implementation in two or more years. A dental laboratory technician program is probably receiving the most consideration. The college feels it would be a logical addition to its dental offering. The college feels, too, that the need and interest exists as indicated through the survey of dentists and hygiene graduates previously mentioned. The major hurdle to implementation of this program is the need for additional facilities. The cost of this addition is estimated at approximately $80,000. This does not include equipment which the college feels it might obtain through MDTA, and other sources. Sheridan College hopes to implement this program during 1975.

Less well defined is an interest in beginning several other programs in the next few years. Consideration is now being given to a journalism-graphics program and women's physical education and sports. The college is also looking at the broad area of para-medical training to include mental health, nursing and expanded dental programs. The presence of the Veterans Administration hospital in Sheridan has been of significant help in current health offerings and could become even more important if these offerings are expanded.

Running through all of this is a general feeling at Sheridan College that the curriculum should become more flexible. Consideration is being given to making more courses open-entry, open-exit rather than operating on the traditional semester schedule. Two or three business and economics courses may be on this basis during the Fall of 1974. There is also some discussion as to offering more block courses so that student interests and needs may be better isolated.

Sheridan College has no overall plan for program development. It does have a strong commitment to the health services field. In this area, the college does have some reasonably definite ideas of where it wants to go over the next few years. At this point, however, these ideas remain undocumented and unorganized.

At the present time, Sheridan College has an implementation/review process for curriculum additions or changes. A proposal typically begins with an instructor who presents it to the division. From the division, the proposal moves to the Curriculum Committee. If approved, the proposal moves to the Faculty Senate, the Dean of Instruction, the President of the college, the Board and Commission, if necessary. In addition, advisory committees provide input in the vocational-technical area.

The college has a vehicle which allows for some experimentation in the curriculum. Special studies courses may be arranged offering variable credit to the student. These can be established

by each division to examine proposed course innovation. At the end of the semester, the idea can be evaluated by the division to see if it warrants a more permanent basis.

Sheridan College has no overall process for evaluating programs. Enrollment in a program remains the key indicator of that program's success or failure. The college is designing an annual follow-up for all terminal and transfer students that will be used in the future. Likewise, the divisions are being asked to develop goals for themselves that should lead to evaluative criteria.

At the present time, each division is responsible for evaluating its programs. This is done through follow-up surveys in some divisions, through the annual visit to transfers at the University of Wyoming, and through personal contact with students. Student job placement is another informal evaluation technique used in the career area.

B. Campus Development Plans:

At the present time, Sheridan College has no operational campus master plan. The need for a development plan is recognized by some, especially if Sheridan College is to broaden its offerings in the career area. Consideration is being given to developing a short-range capital plan.

At the present time, some significant remodeling is planned at Sheridan College. Most of this revolves around the instructional resource center/library. As now planned, facilities for the

Instructional Resource Center (IRC) will be improved, the library expanded, a professional area for the faculty will be created, and a special collection room will be built. This expansion will necessitate the creation of two classrooms as two others will be lost in the library expansion. Cost estimates of this remodeling are being gathered at the present time. Other minor remodeling has been occurring this fall.

A major consideration now is the expansion of the dental instructional area. The college feels it could be handling many times the number of para-dental students now enrolled. As has been previously noted, the college believes that it has a strong para-dental program and should expand into other medical/dental areas. It probably will not be able to do this without additional facilities. A revitalized college foundation may be able to help finance such an addition.

Discussion is now being conducted between Sheridan College and the National Guard. The National Guard is planning to build a new armory. The college would like to see it built adjacent to the college because this building will contain classrooms, shops, a rifle range, and a large open area. The current discussion is not centered around the college use of the facility; there seems to be no difficulty on this point, but there is some difficulty in deciding the building site. No completion date has been determined.

Sheridan College perceives a college and community need for a fine arts center/auditorium. The college has no music program and its fine arts offering is limited. Likewise, Sheridan is an

artistic community with few facilities in which to display its talent. Therefore, a joint college-community facility is being discussed at the present time.

The college anticipates the need for an expansion in science facilities some time in the future. There are no estimates of the amount of space needed or of its possible cost.

Finally, there is an obvious need to do some maintenance work on the buildings and grounds at Sheridan College. These needs are not yet critical, but if left untended, they could become serious problems.

WESTERN WYOMING COMMUNITY COLLEGE

I. GOALS AND OBJECTIVES

The philosophy and objectives of Western Wyoming Community College as stated in the current college catalog are as follows:

"Western Wyoming College is a public institution serving primarily Sweetwater County and western Wyoming as a center for learning and community activities. The College is founded upon the principle of equality: that every individual is endowed with certain abilities and that he must have the opportunity, through general study, to discover and develop them to the utmost. Challenges must be provided to bring forth talents so that every individual may realize his greatest potential as a person and as a member of the community. He must be prepared to make substantial contributions to society, not only as an efficient technician or professional but also as a thoughtful and responsible citizen.

"The staff and student body of Western Wyoming College invite each new participant of the college experience to seek growth and development through meeting these challenges. To enable the individual to become his best self and to meet the educational needs of the community, the college attempts to provide quality instruction, limited only by the college's resources, through

the following programs:

"1. Continuing education, credit and non-credit, for those who desire to broaden their intellectual background, to seek new fields of interest, to acquire additional skills, or to take general courses to make themselves more effective and responsible citizens;

"2. Occupational education for those wishing to be trained in various vocational and technical fields in preparation for employment in business and industry;

"3. Transfer education for the first two years of college for those students who desire to continue their education at four-year and professional schools.

"Whatever the particular aim of each student's program--the arts and sciences, business and industry, or simply personal enrichment--he is called upon to develop and test his abilities and values: personal, social, and intellectual. To assist in this endeavor, Western Wyoming College offers guidance and counseling services and developmental and remedial services under the direction of trained professionals.

"The ultimate measure of the college is not only the endeavors of those who have participated in its programs but also the immediate benefits to the community which it is entrusted to serve. To meet that obligation, Western Wyoming College staff and students try to provide community services

through clubs and organizations and cultural and recreational programs."

More specifically, Western Wyoming College has listed a number of goals or aims the college feels will help carry out the philosophy. These include:

A. A well qualified staff is employed by the college to carry out the programs in the transfer, occupational and community service areas.

B. Qualified guidance personnel are employed by the college to assist students in career planning and to help them with programs associated with college life.

C. Facility usage studies have been implemented so that as much use of the present facility as is possible is done.

D. New facility expansion has been planned and bonds passed.

E. Constant review and upgrading of present programs, as well as institutional research and implementation for new programs is being carried out.

F. Considerations for future development, especially housing and perhaps a day care center, are being considered to meet the needs of the area residents.

G. Study is being carried out on scheduling procedures to try to be more flexible, once again to meet area resident needs.

H. A rapport is being built between the area high schools and the college to establish articulated sequential programs.

I. The college is taking advantage of facilities not located on campus in an attempt to meet needs.

J. A Dean of Adult Education and Community Services has been established to devote his time to improve this major objective of the college.

K. Research, planning, implementation and evaluation are all on-going concerns of both administration and staff of Western Wyoming Community College.

It should also be noted that Western has begun developing a strong learning resource center. This center can be an important step in providing learning opportunities for the entire community. One indication of the center's potential was demonstrated during the summer when 80 elementary school children made use of the facility.

Finally, an example of the move toward more flexible scheduling can be seen in the move toward "rolling admissions" which allows students to enroll every five weeks. This plan is presently operating in the data processing and industrial technology areas.

All of this aside, the major goal of Western at the present time and over the short range is to be responsive to the needs of the new and existing industries in western Wyoming. Western Wyoming College has established contact with the major industries and a great deal of interaction is occurring. As the college has

stated, "Wyoming, whether we like it or not, is going to become a highly industrialized state. Western Wyoming Community College feels that the state's educational system must meet the challenge of providing opportunities for the Wyoming resident to learn skills that will allow him to secure those industrial employment opportunities."

II. SHORT AND LONG-RANGE PLANS

Western Wyoming Community College has no short or long-range institutional plan per se. It does, however, have a campus development plan that has been generally followed since being created. This plan was developed at the time county voters approved a bond issue for construction of the present campus in 1966. When current campus development is completed, the original master plan will have been basically completed.

It should be re-emphasized that the college has a philosophy that incorporates meeting industrial needs in the short run and continuing to develop as a comprehensive community college over the long run. There is no defined route or time table established to reach these goals, however. While the college is reacting strongly to these areas and has defined a general direction, there is no institutional plan to accomplish these goals.

III. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

A. Program Plans:

Western is expanding its vocational programs and courses, especially in terms of industrial needs. Since about 1970, the

college has made efforts to enrich this area of study. The new industrial boom in Sweetwater County has probably added impetus to this move. This emphasis can be seen in the following programs now being developed or considered.

1. Engineering Aid - The Employment Security Commission is currently running a needs assessment for this program. If the needs assessment reveals a desire for this type of training, Western will attempt to implement it either in the Spring of 1974 or the Fall of 1974. The objective of the program would be to meet the growing need for special engineer aids who require no four-year college degree, but rather special training in engineering practice and the background in related fields. The anticipated costs are approximately $8,000 to $10,000 in equipment and instruction costs for start-up and $3,000 per year continuation cost.

2. Mine Maintenance Program - This proposed program is intended to be an integral part of the present industrial maintenance offering. The program would be structured to provide both upgrading of the present workforce and training entry face mining mechanics. The training for each level could be geared for one year or a preferred two-year program which would include cooperative work experience with the local mining industries. The student in a one-year program would deal with only the mine related courses. The two-year student would get more of the basic instruction from the core

instructional maintenance program which would then funnel him through the cooperative work experience program into the mine oriented curriculum.

Western has documented the need for this program through questionnaires sent to eight of the local mining concerns. Seven of these replied indicating that 124 jobs would be available over the next two years. All indicated interest in establishing a mine maintenance program at Western. Other responses indicate a general willingness to cooperate with the college in funding, curriculum planning and cooperative work experiences.

Initiating this program should cost approximately 1.7 million dollars. However, industry has indicated a willingness to participate in dollars and equipment cost sharing. However, Western feels that before industry can be approached, they should know what they will be getting for their money. Consequently, Western is looking for funding to support a person to begin extensive planning.

The estimated budget for this program follows:

Initial planning	$ 20,000
Simulated mine facility	300,000
Curriculum development	50,000
Classrooms and shop facility	1,000,000
Teaching equipment purchase and rental	250,000
Added instructional cost	70,000
Engineering and consulting fees	20,000
	$1,710,000
Western Wyoming Community College Commitment	1,000,000
Estimated need	$ 710,000

3. Cooperative Work Experience - Western has received a $16,000 planning grant from the Department of HEW to pursue a cooperative work experience program as an integral part of the transfer area. The purpose of this program would be to attract working students and to assure that these students have the opportunity for employment before graduating from college. Estimated cost for starting the program will run in the vicinity of $25,000 with a continuation cost of between $20,000 and $30,000 per year.

4. Health Education - During the past year, members of the Western Wyoming Community College community have participated in the planning of comprehensive health education and training within Sweetwater County in particular, and in the State of Wyoming in general. Locally, the college and county hospital Board of Trustees have formally pledged to pool their resources in order to establish Rock Springs as a health training center for western Wyoming.

With the construction of a new hospital next to the Western campus (completion date 1977), the college is attempting to plan programs in health education and training for the remainder of the 1970's. Last year, the college co-sponsored, with the hospital, a series of evening seminars for registered nurses and an "Introduction to Nursing" course for nurses' aids and orderlies at the hospital and a local convalescent and nursing home. This year the college is continuing those programs and adding a year-long refresher course in anatomy and

physiology for registered nurses, a 90-hour "Homemaker Assistant" workshop for senior citizens, and a series of first aid classes for audiences ranging from homemakers to industrial personnel. In the future, the college plans to expand non-credit offerings for nurses' aids, registered nurses and, in particular, a continuing certificate program for persons delivering first line emergency care. In addition, the college will sponsor each semester a minimum of two short-course, special interest programs for diabetics, heart patients, hypoglycemics, etc. . . all on a non-credit basis.

The college is now evaluating the feasibility and practicability of establishing a Licensed Practical Nurse (LPN) Program (beginning Fall 1974). The original suggestions for an LPN program in western Wyoming came from the Sweetwater County Medical Society. Physician members of the Society are convinced that an LPN program will be accepted by all health professionals. On October 17th, representatives of the college met with Wyoming State Hospital personnel to investigate the possibility of joint sponsorship of an LPN program. By November 1st, the college should have received an indication of needs by the Wyoming Commission for Nursing and Nursing Education, the agency which passes on the validity of nursing programs. After reviewing numerous LPN programs in the region, local physicians recommended the initiation of ten new credit hours per semester for the LPN

program. Operating expenses are estimated as being as low as $20,000.

In concert with other health training and education projects, the college proposes to institute a core curriculum for medical laboratory technicians. The ultimate aim is to become the state-wide training center for automated laboratory equipment technicians. Looking toward 1977, completion date for the new county hospital, there will be a need for technicians to deal with highly sophisticated machinery.

To assist in the continual reassessment of health education and training needs, the college seeks to maintain its agreement with the hospital, to participate actively in Sweetwater health services, to operate cooperatively with the University medical training program, and to work with the Wyoming Health Training Network.

5. Environmental Education - The college seeks to establish a two-year program leading to an associate of Applied Science Degree in Environmental Control Technology. The purpose of this program would be to prepare students for occupations related to environmental protection and conservation. Graduates would be employable as technicians in pollution control agencies, waste water supply plants, water supply and resource management agencies, public health agencies, governmental agencies, engineering firms and other agencies. Further research is needed to assess the requirements in the State and the region for technicians qualified to perform the

tasks associated with environmental protection and preservation and maintaining environmental health standards.

6. Adult Continuing Education - During the Fall semester 1972, there were 244 persons enrolled in non-credit classes and in the Spring 1973, there were 264. As of October 1, 1973, there were 472 persons enrolled in non-credit classes/activities. With the addition of several short-term classes, this number is expected to rise to 550 by the end of the Fall 1973 semester. Ideally, with the current adult population of approximately 18,000 in Sweetwater County, non-credit classes/activities enrollment should reach 3,000. This assumes a yearly return of 60% of the participants.

Currently, only two non-credit classes are being offered in Green River. Several classes, however, are being offered within the city of Rock Springs. Together with Sweetwater Health Services, the college hopes to establish permanent satellite facilities in Green River (within one year), and in Granger and Superior (within four years).

To this date, fragmented assessment of needs and wishes of the communities has been made for the continuing education program. As soon as practicable, the college plans to initiate continuous community-wide needs assessment through mass mailing (utility companies assisting), distribution to public school students, and the press.

The college seeks to institute in non-credit areas the same kind of quality control currently used in credit areas.

At the end of the Fall 1973 semester, participants in all non-credit classes/activities will be asked to complete a brief "Adult Education Activity Evaluation Sheet".

Western is anticipating returning to a full slate of courses in physics, chemistry and engineering areas. These have been curtailed to some extent in past years due to low enrollments. However, Western feels a turnaround is coming in these areas.

Additional courses are either planned or anticipated in speech and drama, electricity, mechanics, hydraulics, gas and diesel engines. These should develop as the new vocational shop and college center/cafeteria are built.

No programs have been dropped at Western in the past two years. Several have been limited due to cost and low student enrollment.

Western has a system or process for adding to or changing college curricula. The process begins with the originator of the change developing a proposal, in consultation with the Dean of Instruction, that includes the purposes or objectives, description of the change, course or program outline in detail (including personnel and faculty requirements), and the benefits to be brought to the college.

The originator sends a copy to the appropriate department. If approved, the proposal moves to the division, then to the Curriculum Committee. This group is composed of two students, Dean of Instruction, Dean of Students, and faculty from each of the four divisions. From here the proposal goes to the President,

the Board, and the Commission, if necessary. Western has clearly defined the role each level is to play, and has also presented a time frame in which to complete each step.

At Western, programs are evaluated on a continuous basis by conducting student evaluations, both while the student is enrolled, and through follow-up studies when he leaves. This includes the annual visit to students who have transferred to the University of Wyoming. The various advisory councils and committees, comprised of business, industry and educational leaders, constantly supply feedback on programs as well as the success and failure of students who have gone through various programs. Programs are also evaluated in terms of student interest and enrollment, cost, and faculty input. The student and administration analysis occur each semester. The committee feedback is generally received at monthly meetings with an annual report submitted. Student follow-ups are done on an annual basis.

B. Campus Development Plans:

Campus development at Western has proceeded along a campus master plan formulated in the mid-sixties. It appears that this plan will continue to be followed, with modification as needed, for the immediate future.

At the present time, there are two major campus developments occurring. In the Spring of 1973, the residents of Sweetwater County passed a 1.78 million dollar bond for construction of a vocational-technical shop facility and college center/cafeteria

facility. The initial development, in terms of architecture, has been completed and bids were let October 10, 1973. Bids were received and construction has begun on the 24,000 square foot shop facility and computer/business expansion. It is anticipated that this facility will be ready for use by September 1, 1974. Construction on the 31,000 square foot college center/cafeteria should begin during the Summer of 1974 and should be completed sometime in 1975.

Consideration is being given at the moment to some kind of housing construction. Rock Springs is suffering a severe shortage of housing which, of course, affects potential student enrollments. The master plan does contain several dormitory units. However, the housing under consideration will probably not be of the dormitory type. The college is looking for a more flexible housing arrangement than has been typical in dormitories. A decision should be made as to the direction the college will take by the end of 1973.

In addition, there is a need for facilities to accommodate welding and fine arts, particularly ceramics.

The college is also developing a commitment to the women of the community. To serve more of them, the college feels that a day care center may be necessary. This is now being considered.

SUMMARY

A. GOALS AND OBJECTIVES

Wyoming's community colleges are all quite similar in philosophy, goals and objectives. Yet, each is unique in terms of its particular strengths and emphasis. Several are relatively traditional in the junior college mold. Others are truly comprehensive community colleges. Overall, Wyoming's community colleges can be characterized as committed to comprehensiveness, increasingly accessible, and more and more involved with their communities.

Upon reviewing the stated goals and objectives of the community colleges, a number of common statements appear. These include commitments to:

--develop individual talent to the utmost;

--provide opportunity for students to explore interests;

--provide both general education and specialized study;

--contribute to the growth of mature citizens;

--provide cultural and social opportunities for students;

--provide continuing, transfer, and vocational-technical programs;

--provide professional guidance and counseling;

--stimulate the intellectual and cultural life of the community;

--provide educational opportunity for all who can profit by it;

--provide remedial classes when feasible;

--serve as a technical and professional resource to the community.

B. SHORT AND LONG-RANGE PLANS

Casper College

Casper College is now operating on its third campus plan, developed by the administrative faculty in 1972. Other than this document, Casper College has no other institutional plan.

Central Wyoming College

Central Wyoming College is operating on its original campus plan which was created in 1966 and re-evaluated in 1972. The college has no other institutional plan at the present time. Committees for campus development and curriculum development have been formed to begin planning in these areas.

Eastern Wyoming College

Eastern Wyoming College has an institutional plan, although its lack of comprehensiveness and depth limit its value in institutional development. The original campus development plan, created in 1966, continues to provide guidance in this area.

Laramie County Community College (LCCC)

Laramie County Community College has a comprehensive institutional plan that was developed in 1970. It was designed to provide guidance in the development of LCCC for several years. It is anticipated that this plan will be updated within a year or two.

Northwest Community College

Northwest Community College has no institutional plan at the present time. A campus plan exists and may be updated in the near future. The occupational education and extended day areas have listed program priorities and anticipated implementation dates for the next five years.

Sheridan College

Sherian College has no institutional plan at the present time. The new administration is attempting to re-orient the college and institutional planning may evolve.

Western Wyoming Community College

Western Wyoming Community College has no institutional plan at the present time. A campus plan has been followed since being developed in 1966.

C. PROPOSED PROGRAM AND CAMPUS DEVELOPMENT PLANS

Casper College

Casper College has a number of program proposals under consideration. However, implementation will only occur as funding is provided. These potential programs include x-ray technology, transportation, fire science, construction technology, heavy equipment, family nurse practitioner, legal secretary, welding technology, lapidary, commercial photography, diesel, radiology technology, deep shaft mining, and farm machinery.

Casper College's campus development includes razing the National Guard Armory, the GSA building, and present agriculture structure.

New buildings under consideration include an addition to the vocational-technical building, an addition to the gymnasium, a visual arts center, a new college center, and an addition to the library.

Significant relocation should include the development of the upper floor of the old art and science building to accommodate nursing, and the development of the present college center into a facility for educational services.

Consideration is being given to additional housing for married students, and, if necessary, the addition of single student housing.

Present campus development includes the Myra Fox Skelton Energy Institute, to be completed during the Fall of 1974, and an addition to the shop facility.

Central Wyoming College

At the present time, programs in radio-television, computer science and agriculture are being revised.

Consideration has been given to developing a refrigeration-air conditioning program, although the lack of a facility has prevented implementation. Other programs under consideration include general engineering technology, expansion of law enforcement, music and theatre.

Central has just completed a 48 student residence hall and has begun construction on a multi-purpose activities building to be completed early in 1975. A small building to house classrooms, food service and possible residential space is being completed at the Lander Field Station.

A recreation project is being completed on the Riverton campus, with some of the same development planned for the Lander Field Station.

Plans have been made for the construction of an Indian Art and Cultural Center on the Riverton campus.

Eastern Wyoming College

Eastern Wyoming College is considering the development of a cooperative veterinarian technician program and has applied for federal funds to initiate it. Consideration is also being given to the addition of irrigation technology and the development of a cooperative Licensed Practical Nurse Program with neighboring Nebraska Western College. Program review is occurring in computer science, secretarial studies, agriculture and engineering. A pilot program for community education is being initiated to provide a variety of educational opportunities in eastern Wyoming.

Eastern recently constructed a small shop facility for the refrigeration-air conditioning program. Future development is being considered in terms of a community auditorium and student center.

Laramie County Community College (LCCC)

Laramie County Community College is planning to offer a food service management program in the Spring of 1974 and two closely related programs in agriculture during the Fall of 1974. Consideration is being given to an Associate Degree Nurse Program and an optometrist's assistant program, as well as expansion of computer science, heavy equipment and additional art offerings.

Current construction will provide LCCC with a number of facilities that should prove adequate for the next several years. Future consideration is being given to agriculture and fine arts facilities.

Northwest Community College

Northwest Community College is considering the development of an environmental technician program as well as a horticulture program. A mid-management program will be offered in 1974. Journalism and food service are being reviewed and revised at the present time.

Northwest is considering several campus developments including a college/community recreation center, a greenhouse, roofing a courtyard to provide a display area, and additional classrooms.

A major consideration is the possible establishment of a field station in the Sunlight Basin Wilderness Area.

Sheridan College

Several programs are anticipated to begin in 1974. They include dental assistant, cooperative banking, and expansion and strengthening of agriculture. Other programs being considered include dental laboratory technician, journalism-graphics, and women's physical education. Consideration is also being given to development in the general para-medical field.

Present campus development is centered on remodeling the library/learning center. A major consideration is the expansion of the dental instructional area. Discussion is going on about

locating a new National Guard Armory adjacent to the campus thus providing classrooms, shops and other facilities. Thought is also being given to the development of a fine arts center/auditorium, expanded science facilities, and a significant campus maintenance project.

Western Wyoming Community College

The following programs are being developed or considered: engineering aid, mine maintenance, cooperative work experience, health education (including LPN and medical laboratory technician programs), environmental control technology and an expanded adult continuing education program.

Two major campus developments are occurring. A shop facility is now under construction and a college center/cafeteria will soon follow. Serious consideration is also being given to the development of some type of housing.

D. CHALLENGES FACING THE COLLEGES AND COMMISSION

At each of the colleges, those interviewed were asked two additional questions. The answers given provide some insight into what people at the institutional level feel are the major challenges facing Wyoming's community colleges. The responses also point out some feelings about the Community College Commission and the role it should play.

There are six basic challenges facing Wyoming's community colleges as perceived by these individuals. The one most frequently mentioned is the concern with attracting students so that enrollments

stabilize or grow. Some of the colleges are faced with a declining number of full-time students. If this develops into a trend, some of the accepted procedures and activities of the colleges will be forced to change.

A second challenge, as perceived by some, revolves around the colleges' relationships with their communities. There is a belief that the colleges must be increasingly responsive to the people they were established to serve. They realize that the colleges must improve communication with their constituents so that needs and desires are perceived rapidly. If the colleges are responsive, they should be able to gain very important community confidence.

A third challenge many noted is a need for increased funding, especially in capital matters. Many feel that the college budgets are too restrictive for the colleges to be innovative or responsive to local needs.

A fourth challenge believed facing the colleges is the need to become more accountable for the things they are doing. Some see a need for improving and expanding the evaluation of college activities so that productivity can be better documented.

The fifth challenge mentioned is the need to improve planning for both the short and long range. Most realize the benefits to be gained through planning. At the same time, there is the fear that if planning is considered an end rather than a process, institutional flexibility may be reduced.

The final challenge suggested is the need for the colleges to be creative. If a variety of people are to be served, then

a variety of approaches must be attempted if these people are to be effectively served.

A second question raised to these people was what the Community College Commission could do to become more effective. The following suggestions were made:

The Community College Commission should . . .

...be an advocate of the colleges. It should lobby for the colleges and make a strong commitment to community college education.

...work to change the existing system of capital outlay to provide for more opportunity for capital development.

...avoid duplicating functions with the Higher Education Council. Both groups might better define their roles.

...develop a state-wide plan for community college development. However, flexibility should be a key factor of any such planning.

...support cooperative efforts between the colleges.

...standardize student follow-up for all the colleges.

...support faculty evaluation.

...play a role in the supervision of campus development either by providing a person or arranging for this expertise from another agency.

...continue to work to prevent duplication of programs and services among the colleges.

...make a commitment to adult education and community service.

...be very careful not to dictate or control the colleges. The Commission's role should be in terms of coordination only.

RECOMMENDATIONS

It is difficult, if not impossible, to look at segments of a system without broadening the perspective to include the entire system. Such is the case of this study. Starting with the three basic areas of study, (goals and objectives, institutional planning, and campus and curriculum development) the following recommendations fan out to include much more. Although not an attempt to consider all of education in Wyoming, these recommendations should emphasize the need for a system-wide perspective for all of those involved in Wyoming's educational enterprise.

RECOMMENDATIONS:

1. The Wyoming Community College Commission, in concert with the colleges, should develop a state-wide master plan for community college development in Wyoming.

This plan should include goals and objectives for the community college system, as well as the role this system should play in Wyoming's total educational system. Within the community college system, goals, objectives and role should be determined for the individual colleges as well as the Commission. While there are a number of ways to undertake planning, the key to successful planning lies in the meaningful involvement of all concerned.

2. The State of Wyoming should consider the development

of a coordinating agency for all of post-secondary education in Wyoming.

The Education Amendments of 1972 have now been law for over a year. Section 1202 of Title X states that any state wishing to receive assistance under Section 1203 of Title X shall establish a state commission or designate an existing state agency which is "broadly and equitably representative of the general public and public and private non-profit and proprietary insitutions of post-secondary education in the State including community colleges, junior colleges, post-secondary vocational schools, area vocational schools, technical institutes, four-year institutions of higher education and branches thereof." So far, the funding for these agencies, as indeed for much of this law, has not appeared. Yet, the fact remains that this is law and the intent of Congress seems clear.

Federal legislation is but one indicator of what lies ahead for higher education. Other developments across the country may or may not portend the future of higher education in Wyoming.

In many, if not most states, it appears likely that the proportion of state budgets going toward higher education will not significantly increase. New social priorities are replacing higher education as a dominate social need. Thus, if income to higher education is to increase, it may only be as a result of increased State revenues.

Another trend is the move toward direct funding of students rather than institutions. The federal government's opening up of

a free market for students to attend public, private, or profit making post-secondary institutions could have a radical effect on all of higher education.

A trend about which there can be little doubt is that traditional higher education is no longer a growth industry. For example, the actual number of five-year-olds dropped 14% between 1960 and 1970. These are the college students of the 1970's and beyond. At the same time, the proportion of college age youth in college has been dropping since about 1969. On a national basis then, the number of traditional students available for college each year is declining and even now, despite greater financial, geographic and admission accessibility, potential students are deciding to forego college, at least for the present time.

The result of all this will probably be greatly increased competition for students by all of post-secondary education. Institutions will have to become more oriented to student desires if they are to remain competitive. The profit-making, proprietary institutions have responded in just this way. As a result, they have probably been the fastest growing segment of post-secondary education over the past several years. There is little doubt that all of higher education will have to become more flexible and innovative. This increasing competition and resulting redefinition of institutional roles makes the need for the coordination of all state post-secondary institutions that much more obvious.

Future institutional growth, if it is to occur, seems likely to be centered in the adult population. These potential students

are typically interested not so much in a degree as in developing a skill or interest. These people and most other potential students are looking for convenient instruction that will meet their needs. This is evidenced in the phenomenal nation-wide growth of proprietary schools.

Community colleges have the philosophy, organization and state-wide accessibility to serve these potential students. They are succeeding to a point. Yet, as competition increases, other institutions, including the University, may be tempted to join this market. The University's unique mission of research, graduate and professional training is vitally important to the State of Wyoming. It is difficult enough to accomplish this basic mission in outstanding fashion without taking on the community college role. In fact, there appears to be merit, especially in light of developing trends, in considering upper-division status for the University. This has been alluded to in the Newburn-Hall Study of 1970 (pages 20-21) and in the Higher Education Council Study of 1970 (pages 8 and 32).

Not all of these developments apply to Wyoming at this time. However, their potential exists. Some person or persons should be considering how Wyoming's educational system can best respond to these developments that will effect, in one way or another, all of Wyoming's educational system.

3. The Community College Commission, in cooperation with the Higher Education Council should develop common definitions to be used by all of Wyoming's higher education institutions and agencies. This should probably be done in terms of one of the

management information systems designed for higher education. Such a system should be considered for use by the Commission as a future goal. Likewise, the Commission should establish a format to be used by all of the community colleges in presenting program or other proposals. The Commission should implement definitions and format for all reports supplied by the colleges. It seems imperative that comparable data be gathered if decision making is to be improved.

4. The Community College Commission should request that each community college conduct regular evaluation of all programs and all other basic college functions. This is being done to some extent, but all of the colleges need to look at college programs and functions in terms of more specific objectives. Most of the current evaluation is quite general. Yet, the specificity of the evaluation must depend upon the particular program, since not all programs can be evaluated at the same level. Increasing emphasis should be placed on student satisfaction in light of the changing nature of higher education. Consideration should also be given to the reasons why many students fail to return after their first year. In many cases, the individual has attained his goal or goals. However, most of the colleges cannot tell whether this occurred or the student left frustrated and alienated from further education. Input from these students as well as graduates could be of value to the colleges. More importantly though, the Commission should encourage the colleges to put this information to use. Evaluation without the application of results is an exercise in delusion.

5. The Community College Commission should make a commitment, both morally and financially, to support innovation by the community colleges.

The colleges should be especially encouraged to find ways of accomplishing current functions more effectively. Innovation does not necessarily mean the addition of new programs or the requirement of additional resources. Staff development, for example, is a continuing challenge. The Commission must expect that some new ideas will fail. Yet, in the balance, the rewards of well conceived experiments aimed at improving the effectiveness of the community colleges will far outweigh the costs of any failures. From every indication, it appears that innovation will have to be a basic characteristic of any community college that hopes to succeed. After all, the community colleges owe much of their success to their innovative nature. The temptation to stop and institutionalize, after gaining a measure of success, must be strongly fought by all concerned.

6. The Community College Commission should review the validity of the traditional concept of a collegiate campus in terms of future development. As higher education focuses more on the consumer, a service oriented, post-secondary enterprise will emerge. This will lead to greater interchange between college and community both in terms of program and facilities. While there is strong merit in the college providing a focal point for the community, instruction will increasingly move away from a central campus and become more integrated in the life of the student. The concepts

and technology exist for a large amount of instruction to occur in each student's community and even his home. Empire State College in New York, Thomas Edison College in New Jersey, Community College of Vermont, and Minnesota Metropolitan State College are just four of the new colleges without campuses. The Educational Testing Service recently indicated that there are at least 1,000 non-traditional programs (organized learning activities occurring outside conventional education offerings) across the country. This seems especially relevant for sparsely populated Wyoming, especially as students and potential students are being faced with the likelihood of limited fuel for travel. In a situation in which much of higher education is losing its appeal, the energy crisis will provide another reason for students to stay home. The college must increasingly go to the student, and there is no reason why it cannot. The colleges of Wyoming should not be caught in the trap of form (the campus) dictating function(education). Flexibility is the key to the community college.

7. The Community College Commission should encourage and support articulation between the secondary schools and the community colleges. Often colleges can anticipate changes by looking at developments in the elementary and secondary schools. Certainly all segments of the Wyoming educational system face many common problems. Better articulation and cooperation can result in a more effective and efficient educational system.

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